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ABSTRACT

Activities and exercises to enhance student leadership are included in this curriculum guide for middle-level student leaders and their advisors. Because students in intermediate grades are not "little high school students," this separate leadership curriculum guide for middle-level student leaders was developed. Although the achieved skills are the same, the instructional methods and materials differ. Eleven chapters contain worksheets, information summaries, figures, sample planning forms, and personal profile questionnaires in the following areas: leadership; meeting skills; goal setting; organization; self-esteem; public relations; communications; problem solving and decision making; team building; activities; and evaluation. For example, the section on communication offers a checklist of good and bad listening habits, 10 guidelines for effective communication, a personal assessment of conflict-handling behavior, tips for giving a great speech, a description of one- and two-way communication, and strategies for dealing with critical remarks. (LMI)

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MIDDLE LEVEL LEADERSHIP HANDBOOK

National Leadership Camp Curriculum—Student Guide

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MIDDLE LEVEL LEADERSHIP HANDBOOK

National Leadership Camp Curriculum—Student Guide

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CONTENTS

Leadership 1
Meeting Skills 13
Goal Setting 35
Organization 59
Self-Esteem 77
Public Relations 101
Communications 114
Problem Solving and Decision Making 127
Team Building 149
Activities 168
Evaluation 204

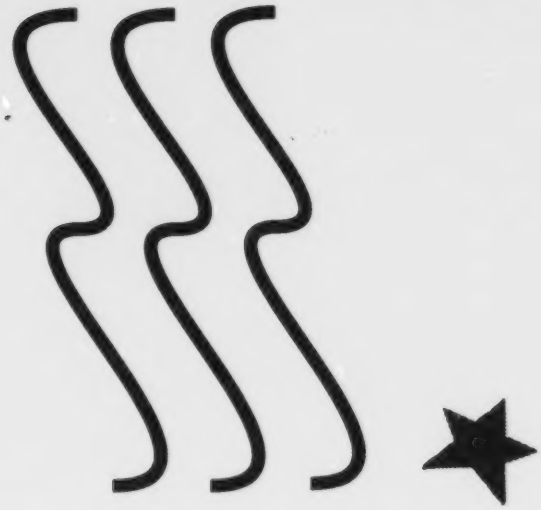
FOREWORD

Middle level students are not "little high school students." That is why the NASSP Division of Student Activities has developed a separate leadership curriculum guide for middle level student leaders and their advisers. The skills of leadership are the same, but the methods of instruction and materials are a little different.

This book was developed over a few years by the authors with the help and ideas of many NLC middle level staff members.

We believe that leadership can be taught and nurtured and that the earlier we start the better. It is our hope that this workbook will help you in your leadership position.

Dale Hawley
Director, Division of Student Activities



LEADERSHIP

Belief in self and others

Enthusiasm

Health and heart

Attitude

Vision

Involvement

Open Communication

Relationships

Special Skills

What do you experience as a student leader?

It is unity, involvement, caring, trust, learning, dignity, hope, encouragement, sharing, giving, compassion, love, joy, enthusiasm, determination, excitement, participation, willingness, celebration, meaning, service, imagination, happiness, life, heroes, greatness, opportunity, citizenship, character, quality, achievement, discovery, motivation, idealism. It is also fulfilling the purpose of the school through individual accomplishment.

FOR ME, BEING A LEADER IS:

Questions About Leadership

Are leaders born that way—or do they learn skills for leading?

What are some qualities of truly great leaders?

Name a few men and women you consider to be leaders.

Name some young leaders (besides yourself).

Name teachers, students, statespeople, or community leaders.

You can learn to be a leader. What do real leaders need to learn?

What do real leaders do that makes them leaders?

Leaders and Followers

How are they alike; how are they different?

Leaders

Leadership is _____

_____

_____

_____

_____

Characteristics of leaders include

_____

_____

_____

_____

_____

Leadership skills include _____

_____

_____

_____

_____

When do you lead? _____

_____

_____

_____

_____

Followers

Followership is _____

_____

_____

_____

_____

Characteristics of followers include _____

_____

_____

_____

_____

Followership skills include _____

_____

_____

_____

_____

When do you follow? _____

_____

_____

_____

_____

My Student Group

We are: _____

We meet regularly in: _____

Our senior staff is: _____

Our J.C.s are: _____ and _____

My favorite memory of my group will be: _____

_____

The funniest thing that happened so far: _____

_____

_____

The best ideas I found: _____

_____

_____

The happiest time: _____

_____

The scariest thing: _____

_____

The neatest people: _____

_____

The leadership idea that seems most important: _____

_____

_____

_____

Thoughts/Memories: _____

_____

_____

_____

National Leadership Camp

Today is my first day at _____Camp. _____(date)

When I first arrived here, I felt _____

Because_____

_____

My cabin/room is _____And this is special_____

My new friends have made me comfortable by _____

_____

_____

My first discussion group was about _____

_____

The best thing I learned was_____

_____

Before I leave here, I need to find some ideas about_____

_____

My council meetings are _____

So far, my favorite thing about Camp is _____

_____

_____

Today was a (1-10) _____because _____

I am looking forward to tomorrow because_____

_____

_____

_____

_____

Today is my second day at NLC _____ (date).

Today was great! My favorite part was when _____

_____

I liked it best because _____

_____

I learned lots of new ideas! The one I am most excited about taking back to school is _____

_____

_____

I've met lots of special people _____

I laughed extra hard today when _____

_____

_____

Some of the feelings I felt today were _____

_____

_____

A goal I set for myself today is _____

_____

_____

The single most significant learning experience of my day was _____

_____

_____

Today was a (1-10) _____ because _____

I can't wait until tomorrow because _____

_____

_____

_____

▼ Leadership - 8

Today is my third day at NLC _____ (date).

I had a terrific day! The most exciting thing that happened was _____

_____

I met _____

_____

They are special people because _____

_____

_____

This NLC has changed my feelings about _____

_____

I am hoping that _____

when I get back to school _____

The three most important things I have learned so far_____

_____

_____

Before NLC is over, I must be sure to _____

_____

_____

Today was a (1-10) _____because_____

Thoughts/Memories:_____

_____

_____

_____

And tomorrow, I look forward to_____

_____

_____

_____

Today is the last full day of NLC _____ (date).

I smiled today when_____

I told _____s/he was special when _____

_____

The experience I liked the most was _____

_____

_____

_____

The person I will remember most is _____
because_____

His/her phone number/address is _____

_____

An experience I will never forget is_____

_____

_____

Thoughts about our achievement night presentation: _____

_____

_____

Our final meeting: _____

_____

_____

Today was a (1-10) _____because_____

_____

And, now—the rest of my life (just a couple of ideas):_____

_____

_____

_____

A Few Ideas About Leadership

What does leadership mean to me?

What does followership mean to me?

How does leadership work?

These are some things I should remember about being a good leader:

Committee Chairperson _____ Date _____

Officer _____ Adviser _____

Members _____

EXPECTATIONS

My expectations of _____ are:	I want to accomplish:
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	

I am willing to do these things for _____:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Signed: _____

Leadership Summary

☆ What kind of group do I lead?

☆ Who are my followers?

☆ What gets them excited? Interested? Motivated?

☆ What are we trying to do together?

☆ What is our first priority?

MEETING SKILLS

What makes a great meeting? A good meeting? A poor one?

What skills do I need? Do others need?

What skills can others learn from me?

What should I watch for in meetings?

What is the process? (applying correct meeting skills)

How can I be sure to hold great meetings—always?

How can I measure the quality of meetings?

Here are some needs of people in a group:

- ✔ Need to be needed
- ✔ Need to belong
- ✔ Need to be involved (what they do counts!)
- ✔ Need to know what's expected of them in this group
- ✔ Need to know what is going on
- ✔ Need to know what is important to this group
- ✔ Need to be respected
- ✔ Need to be appreciated
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔

Planning Meetings

What do we want this meeting to accomplish? (goals)

✔

✔

✔

What kind of meeting do we want? Should it be to teach, share, collect ideas, build team spirit, involve everyone in decisions, answer questions?

What is the best way to involve people?

What kind of meeting place should we have?

When should we schedule the meeting?

Who should be there?

What materials do we need for the meeting?

When and who gets the agenda ready and out?

What else?

✔

✔

We have meetings because:

They are an opportunity to:

- ✔ Get people together
- ✔ Examine problems
- ✔ Define specific problems
- ✔ Achieve goals
- ✔ Meet challenges
- ✔ Gather information
- ✔ Improve communication
- ✔ Clear up misunderstandings
- ✔ Clarify values and direction
- ✔ Develop leadership skills and habits
- ✔ Build teamwork
- ✔ Increase ownership of a commitment or decision
- ✔ Nurture pride and enthusiasm
- ✔ Resolve conflicts
- ✔ Make plans and set goals
- ✔ Share information and educate group members
- ✔ Deliver decisions or ask questions
- ✔ Improve group productivity and effectiveness
- ✔ Inspire people
- ✔ Help people to like each other
- ✔ And:
- ✔
- ✔
- ✔

Here's what's wrong with some of the meetings I have attended:

- ✔ Parliamentary procedure is not used
- ✔ The meeting is not planned
- ✔ No one pays attention
- ✔ No one has any new ideas
- ✔ No one cares
- ✔ People come late and leave early
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔

▼ Meeting Skills - 6

Here are some ways to improve meetings:

Ways to set up the room (circle, square, semi-circle, rows, risers):

Ways to control what's happening:

Ways to get action:

Ways to collect ideas and have them be respected:

Ways to make goals clear:

Ways to run the meeting: (Meeting skills I need):

- ✔ Interaction technique
- ✔ Brainstorming
- ✔ Parliamentary procedure
- ✔ Discussion groups
- ✔ Committees
- ✔ Large/small group mixers
- ✔ Rallies
- ✔ Telephone talk
- ✔ Action planning
- ✔
- ✔
- ✔

Qualities of a good meeting:

How should we plan meetings?

Decide why you are meeting.

Choose a meeting place and get it ready on time.

Plan an agenda (what must be accomplished) and send it to members before the meeting date.

Conduct the meeting, using the right skills.

Evaluate the meeting to see if you accomplished what you wanted.

Agendas

An agenda is a list of the important issues to be presented at the meeting. The agenda should be prepared well before the meeting by the president, the adviser, and the committee chairpeople. This saves times and ensures that everything will be considered.

An agenda includes:

1. CALL TO ORDER: Official opening of the meeting by the presiding officer: (usually the president or vice president)
2. ROLL CALL: To be sure that enough people are present for the meeting: A quorum, i.e., more than half the membership must be present. (Check-in sheets may be used.)
3. READING OF MINUTES: The secretary's brief sum mary of what took place at the last meeting.
4. OFFICER'S REPORTS: All officers are invited to speak, including the treasurer (any transactions since the last meeting and the present balance of money).
5. COMMITTEE REPORTS: From groups that have met since the last meeting. A brief summary, signed by the committee chairperson, is filed with the secretary.
6. UNFINISHED BUSINESS: Including long-range plans, votes on bills or motions already introduced but not yet decided, and any other items on the agenda.
7. NEW BUSINESS: Any item of business may be introduced by any member who asks to be recognized by the presiding officer (usually by raising a hand). The subject may involve forming a new committee, introducing a piece of legislation, requesting a change in rules. Non-members may also ask to address the group.
8. ANNOUNCEMENTS: Reminders about coming events, messages from the principal, faculty, or community groups, and letters.
9. ADJOURNMENT: The formal ending of the meeting by a vote.

Our agenda includes:

VOTES on important matters that affect the student body should be taken only after members have had a chance to talk about proposed changes with their constituents (class), so that members can express the will of the group they represent.

Agenda Form

Call to order by

Roll call by yes/no Quorum present

Reading of minutes by

Approved/Amended: _____

Officer Reports Action
Action

Committee Reports Action
Action

Unfinished Business Action
Action

New Business Action
Action

Announcements Action
Action

Adjournment time:

Things to do right away: _____

_____

_____

_____

Meeting Agenda and Record

Today: _____

For: Day _____ Date _____

Preparation is important—Success of the meeting depends on committees doing their jobs, the program being interesting, the meeting place being ready, etc. Check these items well in advance:

Are we sure of a good program? _____

So we won't forget...Place any business put off from this meeting on the agenda sheet for the next meeting and on the business and program schedule.

Is our meeting place ready and suitable for the program? _____

Which committees are ready to report? _____

_____

Have we checked the minutes of past meetings for unfinished business? _____

This is it: _____

Do any programs for the next few weeks require appointing committees now? _____

_____

AGENDA

In the left-hand column, write the items to be handled:

Presiding _____

Flag ceremony by _____

Minutes of the last meeting _____

Treasurer's report _____

Other officer reports _____

RECORD

After the item has been handled, note the action taken in the right-hand column. Doing this will ensure that the item has not been side-tracked.

Theme: _____

Unfinished business from previous meetings (but not covered in committee reports):

ITEMS	ACTION TAKEN
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Committee reports and action assigned from previous meetings:

Committee or Individual:	Report and Action Taken:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Agenda (continued)

For: Day _____ Date _____

New items of business (and committee reports concerning these items):
(Refer all new items that are not ready for proper consideration now to a regular or special committee to get the facts, study them, and make recommendations.

ITEM	ACTION — OR REFERRED TO
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Other committee reports and announcements that require no action:

1. _____
2. _____
3. _____
4. _____

Committees appointed and tasks assigned:
(Note when these committees are to report.)

_____

_____

_____

_____

Program: (Note here any information needed to introduce the speaker properly, etc. After the meeting, make a brief record of the who, what, where, etc., of this meeting to help in later recalling important information.)

_____

_____

Closing (how): _____

_____

_____

Adjournment (time): _____

Brainstorming

Purpose: To get as many ideas as possible from a group as quickly as possible. This technique can be used in many different situations—the ideal group should be no more than 20 members.

ADVANTAGES:

1. A free, nonjudgmental atmosphere stimulates creativity.
2. Since the work is done in a group, there is opportunity to build on each other's ideas.

HERE'S HOW TO DO IT:

Brainstorming can save lots of time in setting goals. Divide your group into small groups, elect a leader and a recorder. Then come up with as many ideas as possible within a set time. The leader makes sure that the group follows the rules.

There are FOUR RULES to follow in the brainstorming process:

1. Think positively. Realize that a solution to the problem does exist and that the task is to find it.
2. Write down every idea that comes to mind. The wilder the ideas, the better the results. Don't try to judge any ideas at the time they occur—just write them down.
3. Write down as many ideas as possible. Quantity is essential to the success of this system. Don't overlook the very idea that may be the answer to the problem.
4. Combine and improve your ideas. One thought often leads to another.

Remember, no negative thinking is allowed! The wilder the ideas, the better. Many ideas are needed. The combination and improvement of these ideas is what is desired. When all ideas are down on paper, consider them separately, and begin judging them. Eliminate those that won't work, and put the rest through the following four-point selective test.

1. EFFECTIVENESS: How effective will the idea be?
2. IMPLEMENTATION: How easy will it be to put the idea into action?
3. TIME: How long will it take?
4. COST: How much will it cost?

The idea that scores best on all four tests is likely to be the solution.

FOLLOW-UP:

Look back at the list and choose the idea or ideas that you wish to develop or work on. This can be done in small groups and is a most effective way of translating goals to action.

Parliamentary Procedure

Most groups need to make decisions. The best group procedure for that is parliamentary procedure. It is a system of rules and customs used by formal groups to conduct business, to secure action on proposals, and to make decisions. *Robert's Rules of Order* is usually named as the guidebook authority.

PARLIAMENTARY PROCEDURE IS:

- ✔ Decisions—a standardized code of procedure used by groups.
- ✔ One item is covered at a time—a process of keeping order.
- ✔ Majority decides—with the protection of the rights of the minority opinion.
- ✔ Equality and justice for every person. Courtesy is essential.

MAJOR IDEAS INCLUDE:

- ✔ The main motion is the basic way to get decisions made.
- ✔ Amendments to the main motion change it by:
  - Adding to it.
  - Taking something away from it.
  - Substituting parts within it . . . (none of these change the intent of the motion.)
- ✔ Main motions may also be referred to committee, put off for consideration later, or handled immediately—one at a time.
- ✔ Auxiliary motions are used to help in handling main motions.
- ✔ Subsidiary motions support and expedite handling main motions.

HERE IT IS:

The will of the majority; the protection of the minority opinion; one item at a time, logically, with full group understanding; fairness and justice for each person; getting business done.

Parliamentary Rules

We all need to know parliamentary rules. They make the work happen!

BASIC PRINCIPLES

1. All members have equal rights and privileges.
2. Minority rights are protected. The majority decides each issue.
3. Each question is fully discussed by the members.
4. Only one issue is discussed at a time.
5. The meaning of each proposal must be clear to every person before the vote is taken. When there is no further discussion, the group votes.
6. Duties and powers may be delegated by the group (to a committee, for example), but the group retains the right to make the final decision.
7. It is the responsibility of the presiding officer to administer the rules impartially. The president does not vote except in the case of a tie.

HOW GROUPS DECIDE

All decisions are reached through motions, which are formal statements given to the group for consideration, discussion, and voting.

- ✔ Any member may "make a motion." It must be "seconded" to show that at least two people are interested in the proposal.
- ✔ The presiding officer then "states the question," i.e., repeats the motion in brief, clear language.
- ✔ Members who wish to discuss the motion ask for "recognition from the chair." They discuss the facts of the proposal, not the personalities and motives of the proposers. No person who has spoken may speak again until everyone who wishes has had a turn.

When there are no further questions or statements, the chairperson calls for a vote.

VOTING MAY BE BY:

Voice vote—Easy and fast, where the vote is clearly one way or the other.
Show of hands—Gives an exact count, quickly.
Roll Call—Keeps a record of how each member votes.
Ballot—Ensures secrecy. (Often required for elections, amendments, by-laws, etc.)

IT IS DECIDED BY:

Majority—At least one more than half the total votes cast.
Plurality—The most votes cast.
Two-Thirds Vote—At least two-thirds of the votes cast.

Interactive Meetings

Go for: Total involvement

Total participation

Total agreement

Group-developed agenda

A facilitator (chauffeur) runs the meeting

A recorder lists everything said on the "public memory"

Group-owned wall-posted list/chart

Semi-circle around the wall-posted list (public memory)

Verbal contracts let each of us lead during the meeting.

Late arrivers can still participate. They know what we've done.

HERE'S HOW WE CAN USE THIS TECHNIQUE:

Roles: Facilitator

Group Member

Recorder

Group Memory Idea

Action Planning

Action planning is a group discussion that finds a strategy to get something done.

HERE'S HOW IT WORKS:

BENEFITS:

- ✔ Clarifies relationship among ideas.
- ✔ Respects differences of opinion.
- ✔ Helps avoid misunderstandings.
- ✔ Focuses resources.

PROBLEMS:

HOW CAN WE BEST USE THIS?

- ✔ The team chooses a problem to solve.
- ✔ The team defines the problem and proposes a plan.
- ✔ The team makes a job chart.

Action Planning

1. Problem: (state in terms of performance and behavior) "What does this problem do?"	2. Realistic idea (what you want to see—stated in terms of performance) "Here's what we want to happen."
3. Obstacles (why isn't it already like you want it?) "What's getting in the way of . . . "	4. Resources (people, money, time, knowledge to overcome obstacles) "Here's what'll help"
5. Intervention(s) or program plan selected. (What resources do you combine?) Here are some ways to stop the bad stuff:	6. Jobs (who does what, when? Knowledge to overcome obstacles)
7. Next: "Here's what I need to do."	8. And now—what happened—and what we need to do to start again—#1."

My meeting will be great if I:

- ✔ Plan goals for the meeting.
- ✔ Assign jobs to officers and members.
- ✔ Schedule the room, materials, and speakers.
- ✔ Develop an agenda.
- ✔ Get materials out to people.
- ✔ Conduct the meeting.
- ✔ Get closure on the experience.
- ✔ Send meeting minutes to members so they are aware of what took place.
- ✔ Decide on goals for another meeting.
- ✔ Follow up on assignments.
- ✔ Evaluate everything.

What Makes a Great Meeting?

To get our jobs done, we need to know what the job is and the best ways to do our work.

OFFICERS MUST:

- ✔ Know the group goals.
- ✔ Serve those we represent.
- ✔ Work.
- ✔ Provide leadership.

Before the meeting:

- ✔ Choose meeting goals
- ✔ Choose the type of meeting to hold.
- ✔ Plan the agenda and distribute copies.
- ✔ Check the meeting place for chairs and working equipment.
- ✔ Arrive on time.
- ✔ Be ready to help.

During the meeting:

- ✔ Help to get started on time.
- ✔ Follow the agenda.
- ✔ Help with the discussion...participate!
- ✔ Know the proper procedure to get things done.
- ✔ Encourage members. Give each a chance.
- ✔ Make positive suggestions.
- ✔ Listen to each person.
- ✔ Help summarize progress. Keep on track.
- ✔ Use the last few minutes to summarize and highlight important decisions.

After the meeting:

- ✔ Put the room back in order.
- ✔ Evaluate the meeting.
- ✔ List accomplishments.
- ✔ Begin assigned jobs.
- ✔ Check the minutes and reports.
- ✔ Send the minutes to members.
- ✔ List items to do.
- ✔ Check committee work and reports.
- ✔ Follow up on recommendations and action.
- ✔ Prepare the next agenda.
- ✔ Write necessary letters.
- ✔ Do the assigned work.
- ✔ Investigate and report on items of interest.

MEMBERS MUST:

- ✔ Know the group goals. Help choose them.
- ✔ Serve those we represent.
- ✔ Work.
- ✔ Give reports.
- ✔ Collect and bring ideas to meetings.
- ✔ Share!

Before Meetings:

- ✔ Review the agenda (the plan).
- ✔ Be sure all needed materials are ready.
- ✔ Arrive on time.

During the Meeting:

- ✔ Help the group set the order of events.
- ✔ Listen attentively.
- ✔ Help keep the group on the subject.
- ✔ Help keep the group to its time limits for each item.
- ✔ Try to use written motions.
- ✔ Be sure everyone has a chance to talk.
- ✔ Keep asking:
  Did we reach our meeting goals?
  Did we use our people and materials well?
  Did we not waste time trying to solve the impossible?

After the Meeting:

- ✔ Read the distributed copies of the minutes.
- ✔ Report to those you represent as soon as possible.
- ✔ Write down important ideas and reactions.
- ✔ Bring them to the next meeting.

Common Meeting Problems

PROCESS
- ✔ People try to do lots of jobs simultaneously.
- ✔ There is confusion between process and content.
- ✔ Members make personal attacks on people, the organization, the process, or the plan.
- ✔
- ✔

ROLES
- ✔ Unclear jobs and responsibilities.
- ✔ Manipulation of people on their jobs.
- ✔ Hidden agendas.
- ✔
- ✔

INFORMATION HANDLING
- ✔ Fact overload.
- ✔ Repetition and wheel spinning.
- ✔ Lack of honest information.
- ✔
- ✔

DECISION MAKING
- ✔ Win/Lose approach.
- ✔ Power and authority issues.
- ✔
- ✔

ENVIRONMENT
- ✔ Too hot/too cold/too noisy/too formal.
- ✔ Poor seating arrangements.
- ✔
- ✔

PREPARATION AND FOLLOW-UP
- ✔ Confused objectives and expectations.
- ✔ Lack of planning.
- ✔ No action.
- ✔
- ✔

How To Improve Meetings

Don't just drop ideas—do something with each suggestion as it arrives.

Don't get involved in side conversations.

Stick to the agenda. Try to get everything done in order, as the agenda says.

Respect each member—even if someone disagrees with you.

Listen to the speaker. Concentrate on understanding what is being said.

Take notes at every meeting. Organize them for rapid reference.

Take a stand on issues. Prove to yourself that you can do it!

Give less experienced members a chance to speak. Listen to them!

Don't let the "loud mouths" make the decisions. Assert yourself!

Be friendly; participate actively. People respond to honest warmth.

Give different opinions a chance to be heard. Don't insist on "my way" or nothing.

Keep meetings orderly. Take one thing at a time, logically, with majority deciding.

Don't just hear what you think you hear. Check it out! If you're not sure of what someone meant, ask!

Don't be afraid to change your opinion or to admit that you were wrong!

Don't take anyone for granted—including yourself!

Be actively interested in what's going on—or what should be!

Sleep at home, not during meetings! Be interested! Get excited!

Assume that other people are actively involved in getting things done. Join them!

Meeting Skills Summary

☆ There are lots of bad meetings, but it is possible (and important) to plan good ones.

☆ Good meetings take planning, getting ready, deciding on what must be done, choosing the best ways to do it, and then doing it!

☆ I need to build an agenda for each meeting, including everyone's ideas and understandings.

☆ There are many meeting skills available to use for the type of meeting we need:
- Interaction technique
- Action planning
- Parliamentary procedure
- Rallies, parties, assemblies
- Brainstorming
- Discussion groups
- Other possible ways:

☆ I need to use the right skill, at the right time, in the right meeting.

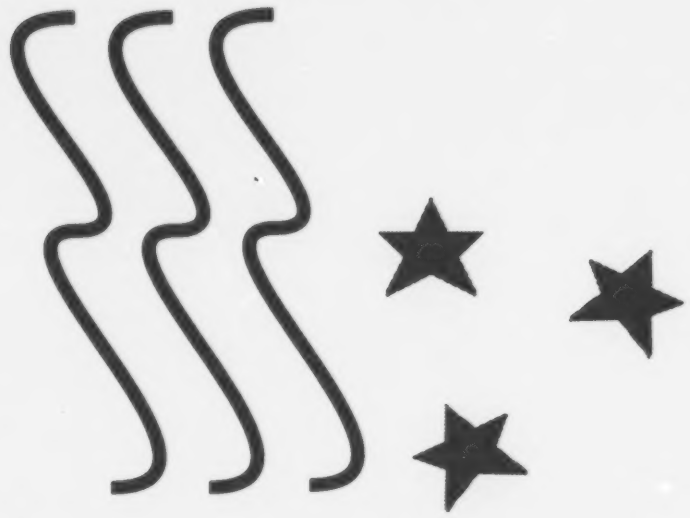
☆ There are ways of encouraging people in meetings. I need those skills, too.

☆ I must watch for problems and handle them as they happen.

☆ People in groups need quality meetings. I must work to provide those.

Things I've learned:

Things I must remember:



GOAL SETTING

What are goals . . . really?

Who chooses goals?

What is the formula?

When should I decide on which goals?

Who can help me?

Who should help our group?

Who should help other leadership groups?

What do I need to know about personal goals?

What do I need to know about group goals and being a quality leader?

Goal Setting—
Great Expectations

A goal is what we aim for. It means fulfillment, success, joy, and positive growth.

SECRET: 5% of people write down their goals.
10% of people think about their goals at some time.
85% of people dream about retirement, fun, vacation, somewhere else . . .
Unfortunately, most of us live "by accident."
Leaders set goals!

HOWEVER: Leaders need a place to begin. Choose your most important dreams and make them into goals. Next, choose activities to achieve your goals.

Can you imagine life without goals? Nothing to aim for, nothing to focus life? We need goals! But some people don't have goals.

Here are a few reasons why some people don't use goals:

1. We are not sure of what we *want* or *how* to choose it.
2. We fear failure and losing. We fear success and winning. We fear change. We may think we aren't worthy of success.
3. Old habits die hard. We resist changing to new goals.
4. We have low self-esteem and think we aren't worthy of better things in our lives.
5. We believe in miracles: "Peter Pan will save me!"
6. We think we are victims of fate or circumstance.
7. We set goals too high and give up because "we can't do that."
8. We don't take the time, spend the energy, take life seriously.
9. We don't know how important goal setting really is.
10. And: _____

_____

Goals Are Essential for Success

Here are some reasons it is important to choose goals:

1. They provide a sense of direction.
2. They give us positive feedback on progress.
3. They make us feel good about ourselves and what we do (self-esteem).
4. They give us ownership and motivation (meaning in our lives).
5. They predict future success.
6. They make us "see" the facts and write the plan. We visualize what is important.
7. They measure both individual and group progress.
8. They point out strengths and weaknesses.
9. They set priorities.
10. They make us feel valuable.
11. They motivate us.
12. They help us make decisions.
13. They sharpen our leadership skills.

* Goals make me responsible for my own life and for the success of my group.
* Group goals make my whole group feel committed to specific achievements.

Successful Goal Setting

The ability to define and set goals is one of the most important leadership skills. Goals are accomplishment targets you choose that are specific and real. Goals are long-range (college, career, lifetime) and short-range (today, this week, now). Planning backward (from the goals to right now), is one of a leader's most important skills.

Goals can be chosen for these areas of our

Personal life:	Group life:
Social	Social
Physical	Membership
Leadership	Leadership
Career	Projects
Spiritual	Growth
Intellectual	Fun
Hobby	Followership
Family	Financial
Financial	And:
And:	And:
And:	And:

Start by placing goals in the order of importance (set priorities). This means that leaders need the ability to dream of goals, write them down, choose the most important ones, and find ways to accomplish them in the order of their importance.

We call this process goal setting. Goals should be set for ourselves, for our groups, for our families, for our careers, and for life itself!

What is a goal?

Why do we need goals?

Why don't some people set goals?

Goals Should Be
A.B.C.D.E.F.G.—S.M.A.R.T.

A: Acceptable—to me/my group members.
Appropriate for us.
Attractive, so we are willing to commit time and energy to achieve them.
Attitude improving and action-oriented.

B: Believable—for me and my group members.
Beneficial to group members, the community, our school.
Built together. They bind us and bond us.

C: Controllable—not dependent on others to achieve.
Challenging to me/us.
Conceivable—capable of being put into words/slogans/written down.
Clear and understandable to everyone.
Co-owned among the group—"We created them together!"
Creative, coordinated, conscience-touched, communicated.

D: Desirable—something we truly want to do, to be, to achieve.
Definite, determined, delegated, designed, dated.

E: Effective, efficient, educational, enriching, ennobling.

F: Focused, fused, figured out, fought for, fulfilling.

G: Growth-enhancing, guaranteed.

S: Specific.

M: Measurable—results can be seen. Outcomes can be counted. I can weigh results. Multiple ways of achieving them.
Motivating—my choice . . . I own this goal.

A: Achievable—can be accomplished with my present strengths and resources.

R: Responsible—worthy of me. Relevant to our group. Realistic for me/us.

T: Timely—important now—with deadlines set. Target date is named.

Group goals include all these ideas, and more!

Goal setting is a way . . .

- ✔ To get things done
- ✔ To change myself
- ✔ To become the person I truly want to be!

It works like this:

✔ I choose a goal I want to reach: _____

_____

✔ I decide on which things to do to accomplish it: _____

_____

✔ I act! (do things to achieve the goal) _____

_____

✔ I experience accomplishing the goal: _____

_____

(I can even reward myself if I want to.)

✔ I evaluate how close I am to achieving my goal: _____

_____

✔ I choose another, higher, farther goal and start working on it: _____

_____

✔ I can even work on a set of interrelated goals as I get better at this process: _____

_____

✔ I act to achieve this goal and move to an even higher, farther, better success: _____

_____

✔ The cycle of success continues to greater accomplishments, satisfaction, fulfillment. Each step is built on former successes.

Goal Practice Sheet

(To + verb + timeline)

Personal goals:

To: _____

To: _____

To: _____

To: _____

To: _____

To: _____

Three goals for our school this year:

To: _____

To: _____

To: _____

Three leadership goals:

To: _____

To: _____

To: _____

Three family goals:

To: _____

To: _____

To: _____

Two other goals:

To: _____

To: _____

▼ Goal Setting - 8

Possible Goals for Student Activities

1. To provide opportunities for students to gain leadership skills and an appreciation for responsibility and accountability.

2. To provide ways in which students may broaden their interests and develop new experiences.

3. To provide a "learning laboratory" as an extension of daily classroom experiences.

4. To provide opportunities for student involvement and student recognition within the total school program.

5. To foster healthy student-student, student-teacher, student-administration, and student-community interaction.

6. To provide a chanel of communication through which students can contribute to the school program.

7. To provide a vehicle by which social skills can be developed to aid students in society.

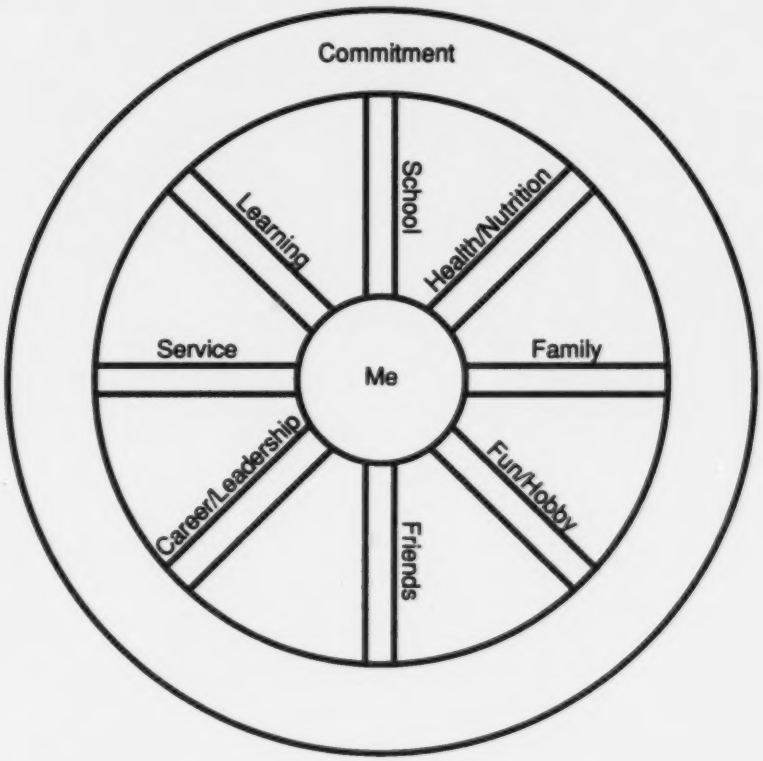
8. To develop an interest in current issues that involve all segments of the student population.

9.

10.

Exercise in Goal Setting

On each spoke I can list a personal goal. Between spokes I can list group goals. In the outer circle I can record projects and results.



Is my life in balance?

Here are some things I have already accomplished:

_____

_____

_____

_____

_____

Here are some things I have to do. By when?

_____

_____

_____

_____

_____

Group Definition To Help Set Goals

1. Please answer these questions from your own viewpoint:
   A. What are the major activities of this organization? _____

   _____

   _____

   B. Why does this group exist? _____

   _____

   _____

   C. Reasons why I belong to this organization. _____

   _____

   _____

   D. Here are some of our group goals: _____

   _____

   _____

   E. Here is how we reach our goals: _____

   _____

   _____

2. After filling in the spaces above, our group should discuss these questions:
   F. How do the activities of our group relate to our purposes? Are we doing projects that are not related to our goals?

   G. How do our reasons for belonging fit the group's activities and purposes?

   H. How well do the choosing and achieving of our group's goals mix?

   I. What do we do to define ourselves, choose our goals, and reach them?

Personal Contract

(Use who, what, why, when, where, how, and to what degree)

I, _____ being of superb mind and body,

hereby resolve to achieve the following: Date: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

I need to do these things to accomplish these goals: _____

1. _____
2. _____
3. _____

The most important ones are starred (*):

_____
Signed and Dated

_____

_____

_____

Group Contract

(Use who, what, why, when, where, how, and to what degree)

We, _____ being of strong group mind and body, hereby resolve to achieve the following: _____

_____

_____

_____

_____

We need to do these things to accomplish these goals by these dates:

Projects:	**Goals:**	**Deadlines:**

_____

Signed and Dated

Worksheet for Goal Setting

Goal #1: _____

Activities	Person/Committee Responsible	Date To Be Completed

Goal #2: _____

Activities	Person/Committee Responsible	Date To Be Completed

Goal #3: _____

Activities	Person/Committee Responsible	Date To Be Completed

Goal #4: _____

Activities	Person/Committee Responsible	Date To Be Completed

Goal #5: _____

Activities	Person/Committee Responsible	Date To Be Completed

Goal #6: _____

Activities	Person/Committee Responsible	Date To Be Completed

Goal #7: _____

Activities	Person/Committee Responsible	Date To Be Completed

▼ Goal Setting - 16

Looking Ahead
To the New School Year

As school representatives, here is our main goal for 19_____-19_____

Goal: _____

_____

_____

Here are our short-term objectives.

Objectives: _____

_____

_____

Here are some activities that will be involved:

Activities: _____

_____

_____

Here's how we will measure achievement:

Evaluation: _____

_____

_____

Why are we really here: _____

_____

_____

How can I make a difference with my life? _____

_____

Sample Worksheet

Specific: What specifically do we want to know, do, accomplish, contribute?	We will conduct four student feedback group sessions to list real student needs by March 12.
Measurable: How will we know when the goal is accomplished? Achievable: (by us) Realistic: Timely:	We will know that we have achieved this goal when at least 40 students attend each feedback group session. (These are scheduled for: September 10, November 15, January 3, and March 12.)
Complete Goal Statement A goal statement is both specific and measurable. **Goals Should Be:** 1. Specific 2. Measurable 3. Achievable 4. Realistic 5. Timely	We will identify students' needs by conducting four student feedback group sessions of 40+ students each on September 10, November 15, January 3, and March 12.

Goal-Setting Worksheet

Specific: What specifically do I want to know, do, accomplish, contribute?	
Measurable: How can I know when the goal is accomplished? To what degree? Achievable: Realistic: Timely:	
Complete Goal Statement A goal statement that is both specific and measurable (with a timeline).	

Personal Profile

Date: _____

Name	Age	Birthdate

Street Address	City	State	Zip

Parents-Guardian: _____

Work Experience:

Talents and Skills:

Awards, Honors, Achievements:

Hobbies:

Major Group Goals:	Family:	Learning:	Leadership:	Physical:	Social:

Special Training:

My Goals:	Today:	In a Week:	In a Month:	In a Year:	In 5 Years:	In 10 Years:
FOR ME PERSONALLY						
FOR MY FAMILY						
FOR MY SCHOOL						
FOR MY STUDENT GROUP						
FOR HUMAN BEINGS						
FOR LEADERSHIP						
FOR THE SOCIAL ME						
FOR MY FRIENDS						
FOR LEARNING						
FOR MY HOBBY						
FOR FUN						
FOR WHAT IS MOST IMPORTANT TO ME						
FOR THE PHYSICAL ME						
FOR MY COMMUNITY						
FOR TEACHERS						
FOR MEANING IN MY LIFE						
FOR						
FOR						
FOR						
FOR						
FOR						

YEARLY PLANNING FORM

Date: _____

NOW—Here is an overview of this year. PROJECTS selected to achieve our GOALS.

SEPTEMBER		OCTOBER	
Goals:	Projects:	Goals:	Projects:
NOVEMBER		DECEMBER	
Goals:	Projects:	Goals:	Projects:
JANUARY		FEBRUARY	
Goals:	Projects:	Goals:	Projects:
MARCH		APRIL	
Goals:	Projects:	Goals:	Projects:
MAY		JUNE	
Goals:	Projects:	Goals:	Projects:

Planner: _____

▼ Goal Setting - 22

MY GOALS:	GROUP GOALS:	WHAT DO WE DO?
1 year	Purposes:	
5 years	Expectations:	
10 years	July:	
Physical:	August:	
Social:	September:	
Friends:	October:	
Family:	November:	
Personal:	December:	
Leadership:	January:	
School:	February:	
Community:	March:	
Hobby:	April:	
Learning:	May:	
	June:	

What's most important to me? By when? What do I do now?

1.

2.

3.

Here is the secret of goal setting:

- ✔ I must decide what it is that I want to do, to possess, to share, to contribute, to become . . . to be!
- ✔ I must set both: Short-term goals—for this week, today, this minute!
  Long-range goals—for this month, quarter, semester, year, 5 years, 10 years, etc.
- ✔ I must list both short and long-range goals in each "area" of my life: (social, financial, cultural, family, leadership, physical, hobby, learning, values, skills I need, dreams I want) and then, I have to choose a TOTAL LIFE PATTERN of goals to achieve all this.
- ✔ I must write out each goal. I will list each of them in priority order: (Categorized A, B, C, D, etc.,—and then I will list them in their order of achieving: 1, 2, 3, 4, 5, etc. This is not easy—but I must write it in my own way—on my own paper—in my own life and believe in what I have chosen. It helps if I carry this paper with me.)
- ✔ Now I must choose projects that achieve these objectives. I must choose to do what relates to my most important goals.
- ✔ I will list the advantages and disadvantages of each goal, of each activity. I will write out what I must give up to achieve each objective. (What does this cost me in life, in money, in time, in exchange for watching TV?)
- ✔ Now, final priorities can be set. (Written deadlines will help, but I must make the list.)
- ✔ I am now focused on one goal and one activity at a time—in order of importance, which guides my every decision about what I will do right now with each present moment in order to achieve the goal I have chosen.
- ✔ All this is the "secret" process for achieving great wealth—for becoming President of the United States—for achieving anything of significance to me or my group.
- ✔ Goal Setting: Begin now—Make a dream list—Set priorities—Choose activities—Set priorities among these in relation to the goals—Do the projects—Achieve—Succeed—Continue—Begin again.
- ✔ Success is: The progressive realization of a personally selected worthy goal.
- ✔ Whatever I vividly imagine, ardently desire, sincerely believe, and enthusiastically act upon must eventually happen. The secret is to begin!

Goal Setting Summary

☆ I need to set personal and group goals—short and long-term.

☆ I must decide who I am, and we need to decide who our group is.

☆ Together, we need to choose group purposes and projects that are related.

☆ Goals are ABCDEFG SMART

☆ I can sign contracts with my group and myself.

☆ Group goals must be developed and owned by the group.

Things I've learned:

Things I must remember:

ORGANIZATION

How do I get myself organized?

How do I organize projects?

How do I organize our group?

If I need help, where do I look?

How do I handle stress?

How do I help others handle stress?

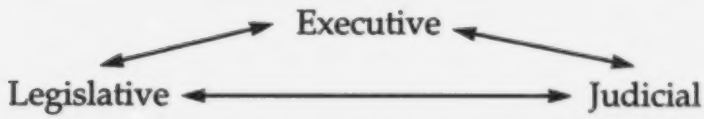
What else should I ask?

Patterns of Organization

Here are some ways for groups to organize:

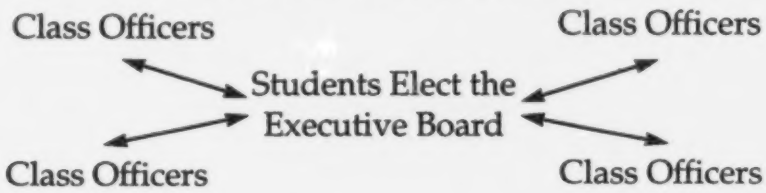
How we organize will decide how we function. We ought to choose a pattern that best achieves our goals.

MODIFIED GOVERNMENT PATTERN:



This is like the federal system. It is not used much by student groups because the school board performs the legislative and judicial functions of government.

SCHOOL OFFICER PATTERN:



CLUB PATTERN:

This Inter-Club Council type sometimes serves as a "House of Representatives" to the "Student Senate."

MULTI-COUNCIL PATTERN

Each class elects members for student council. Council elects officers from council representatives.

Choose the pattern or combination that best fits your school!!

Officers

Student groups vary in size (from 12 to 35 members). Some meet once a week during school time, some more or less often. Committees meet when necessary, but as regularly as possible.

TYPICAL ORGANIZATION OF OFFICERS:

The President

- ✔ Plans and conducts meetings
- ✔ Appoints chairpeople (and sometimes members).
- ✔ Works hard to keep people active and involved.
- ✔ Works with the principal and adviser.
- ✔ Acts as the "link" between students and administrators, faculty and community.
- ☆ The Leader!

The Vice President

- ✔ Is the "chief helper" of the president
- ✔ Serves at meetings if the president is absent.
- ✔ Heads important committees.
- ☆ The Mover!

The Secretary

- ✔ Keeps the minutes and distributes them.
- ✔ Has charge of reports and records.
- ✔ Handles official paperwork.
- ✔ Collects written motions.
- ☆ The Recorder!

The Treasurer

- ✔ Works with the president and adviser on the budget and funds.
- ✔ Co-signs financial papers.
- ✔ Handles funds and keeps accounts and receipts.
- ✔ Chairs the finance committee at subsequent meetings.
- ☆ The Money Manager!

Other officers may include: The Host/Hostess, The Guest Greeter, The Historian, The Scrapbook Keeper!

How Do We Get Organized?

Before the school year begins:

Who do we talk with about what?

What do we do in July? In August?

In September? In October?

In November? In December?

In January? In February?

In March? In April?

In May? In June?

What do we order? Buy? Say? Need? Use?

What Do Student Groups Do?

THEY DO

- ✔ dances
- ✔ appreciation activities
- ✔ suggestion boxes
- ✔ elections
- ✔ fund-raising
- ✔ spirit activities
- ✔ orientations
- ✔ retreats
- ✔ find ways to involve people
- ✔ charity drives
- ✔ service projects
- ✔ homecoming
- ✔ school pride activities
- ✔ public relations
- ✔ assemblies
- ✔ develop traditions

THEY DON'T:

- ✔ purchase school equipment
- ✔ hire/fire personnel
- ✔ set the calendar
- ✔ determine salaries
- ✔ determine academic credits
- ✔ select NHS/NJHS members
- ✔ manage cafeteria
- ✔ select staff members
- ✔ issue hall passes
- ✔ determine rules/regulations
- ✔ expel/suspend students

Constitution

THE CONSTITUTION AND BY-LAWS

A constitution is a written set of rules for a group. It defines the limits of authority of the organization and gives a sense of both order and purpose for conducting business.

The constitution should be stated in simple, easily understood terms. It should include only essential items, and be developed in cooperation with the school staff and the student body. Amendments should be simple and direct. The constitution must be studied regularly and changed to stay vital, meaningful, and real.

A SUGGESTED FORM FOR A CONSTITUTION:

Article I	Statement of the name of the organization.
Article II	The general purposes of the group.
Article III	Powers vested in the organization; the right of veto by the principal.
Article IV	Definition of membership for the group.
Article V	Establishment of the time, methods, and procedures for nomination and election of members and officers.
Article VI	Frequency of meetings, and provisions for special sessions. (This may be omitted in the body of the constitution if it is included in the by-laws.)
Article VII	The duties and responsibilities of the organization, the officers, and the members. (Include committees, too, if they aren't in the by-laws.)
Article VIII	Method and procedure for ratification of the constitution.
Article IX	Provisions for amending the constitution.

By-laws are a series of guidelines for a group to manage its internal business and set meeting procedures.

A SUGGESTED FORM FOR BY-LAWS:

Article I	The number of members needed to constitute a quorum. (Enough people to legally vote.)
Article II	Establishment of standing committees and provisions for the formation of special committees as the need arises.
Article III	Rules for conducting school and class elections, if not included in the constitution itself.
Article IV	Procedure for filling an office that has been vacated.
Article V	Procedure for amending the By-laws.
Article VI	Definition of the "rules of order" reference for conducting business. (usually *Roberts*.)

Let's Organize Committees

Standing:

Temporary:

Kinds:

- ✔
- ✔
- ✔
- ✔

Steps for:

A committee to do a job:

A committee to solve a problem:

A committee to do a project:

A committee to evaluate:

Committees

Committees get things done!

Committees are small groups of members who solve problems, propose ideas, and get things done.

The group leads and helps by keeping **POSTED.**

Planning:	Choosing important goals and projects, getting approval, budgets, facilities, timing.
Organizing:	Appointing committees, chartering new groups, assigning members to jobs.
Scheduling:	Place, calendar, publicity, timelines.
Talking:	Informing and exciting everyone.
Evaluating:	Comparing goals and results.
Developing leaders:	Helping to raise and manage money. Involving every person possible.

Committees Do the Work!

The chairperson may be appointed by the president or elected by the members

Or

Sometimes members volunteer to serve.

Members may be elected or appointed but should include interested non-group members.

The faculty adviser to committees may be chosen by the principal, the president, or the committee itself. Volunteers, however, are best.

The job must be clearly understood. It's best if it is written out.

- Deadlines and progress reports should be written out.
- The amount of authority must be clear.

Meetings should be held as often as needed. Progress should be reported regularly at group meetings.

Types of Committees

Committees exist for as long as their work exists. Some are year-round; others are short term.

A standing committee (permanent)

- ✔ is named in the constitution with its duties clearly outlined.
- ✔ operates year-round.
- ✔ includes: executive; budget and finance; communication; clubs and organizations; curriculum; drives and campaigns; evaluation; honors and awards; human relations; orientation; publicity; safety; school store; service and social committees.

An ad hoc or pro tem committee (temporary)

- ✔ is formed for a specific job.
- ✔ has limited responsibility.
- ✔ works on special events such as Career Day, Elections, Homecoming, parties, etc.

Officers and Committees at a Glance

Phone _____
President

Phone _____
Vice President and Committees

Phone _____
Treasurer and Committees

Phone _____
Secretary and Committees

Committee: _____ Committee: _____ Committee: _____

Chairperson: _____ Chairperson: _____ Chairperson: _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

Committee: _____ Committee: _____ Committee: _____

Chairperson: _____ Chairperson: _____ Chairperson: _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

Committee: _____ Committee: _____ Committee: _____

Chairperson: _____ Chairperson: _____ Chairperson: _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

Committee: _____ Committee: _____ Committee: _____

Chairperson: _____ Chairperson: _____ Chairperson: _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

_____ Phone _____ _____ Phone _____ _____ Phone _____

(Fill out in pencil—and keep up-to-date as changes are made in committees, etc.)

Planning Schedule

Today's Date _____

Activity _____ Date of Activity _____

Committee Responsible:

Jobs To Do	Person Responsible	Date To Be Completed	Completed	Comments

Getting Yourself Organized

1. Write out your goals: (in present tense, first person—"I am studying science 30 minutes each night")

   Academic: _____

   _____

   Physical: _____

   _____

   Social: _____

   _____

   Family: _____

   _____

   Spiritual: _____

   _____

   Personal: _____

2. Make a "to do" list for each day, week, month.
   a. List things that need to be done.
   b. Set priorities (1, 2, 3,)
   c. Star things that must be done that hour/day.
   d. Write names of people who help you with the tasks.
   e. Group similar items together (phone calls, letters, crafts, etc.) so you can do them all at once.
   f. Cross off tasks as you complete them.

To do	* #	Who can help	Materials needed	Completion

Ideas About Change

- ✔ People are ready for change at different times.
- ✔ People feel uncomfortable when asked to do something different.
- ✔ People often act alone, and do not seek help when asked to change.
- ✔ People return to old patterns rapidly.
- ✔ Change is easier when goals and expectations are clear.
- ✔ Change can cause frustration, anxiety, and resentment.
- ✔ Leaders need to model change.
- ✔ Small changes are easier than large ones.
- ✔ Gradual change is more comfortable than radical change.
- ✔ Optimistic people view change positively. Pessimists are skeptical.
- ✔ Change threatens people's security.
- ✔ Change is easier once it is successfully attempted.
- ✔ People considering change usually think negative loss rather than positive gain.
- ✔ The organized process of change is most successful.

NOTES/COMMENTS

How To Organize a Meeting with the Principal

Sometimes a person or a group needs to meet with the principal to gain understanding, to inform, or to get something done.

HERE'S HOW:

✔ *Write out the objectives of the meeting.* Check the list with the adviser and with those students who are involved. Get agreement on what you want to accomplish.

✔ *Write out a summary of everyone's intentions*—what it will be like if the meeting is a success. Give copies to everyone.

✔ *Decide who ought to be involved in the meeting.* (Keep it to four or fewer).

✔ *Schedule an appointment* through the principal's secretary and leave a written statement of the goals you have for the meeting. Be certain all those who should be involved can make the appointment and they know to be there. (Keep checklists of everything.)

✔ *Do your homework.* Get all possible information relating to the topic and to your goals. Make up questions the principal might ask. What objections can be raised? Answer these to each other before they are brought up by the principal.

✔ *If it would help the principal to have copies of information* before the meeting, give them to the secretary with a cover note that says, "This information will be useful for the meeting that is scheduled with: _____ at: (time)_____.

✔ *Be prepared to answer questions about any phase of your proposal.* Try to have tentative agreement of teachers involved in the proposal. Try to know how the custodial staff or lunchroom staff will respond, but don't have the decision MADE with these people. Say "We are going to ask for the principal's decision. Will you help if the answer is 'yes'?"

✔ *Be in the outer office ahead of time*—(at least 5 minutes early.) Look good! Tuxedos are not necessary—but look like you care enough to present your best self.

✔ *Bring evidence of homework.* Bring the papers, the references, the information that might be needed in the conference.

✔ *Be cordial.* Open the meeting by stating the purposes of the meeting as you see them.

✔ *Listen for the principal to respond*—to ask questions—to agree.

✔ *Show the evidence,* the homework, the research, the reasons for your proposal—the advantages and the disadvantages of your plan.

✔ *Provide choices for the principal to make,* if possible. (Let the principal turn down little stuff—make little suggestions—but work on a "yes" for your big question.)

✔ *Listen clearly to everything said by everyone.* Take notes. Get actual phrases if possible.

✔ *Immediately after the meeting, write out what happened.* Check it with others who were in the meeting. Date it. File it. Send a copy to the principal for records. Keep it honest. Write a thank-you note to people who were there—and to the principal.

✔ *Measure whether you achieved the purposes of the meeting* and what should be done next.

✔ *What did we miss* that we should have mentioned? Evaluate the process—what should we do differently next time?

Yearly Planning Form

Here is an overview of this year—projects selected to achieve our goals.

SEPTEMBER		OCTOBER	
Goals:	Projects:	Goals:	Projects:
NOVEMBER		DECEMBER	
Goals:	Projects:	Goals:	Projects:
JANUARY		FEBRUARY	
Goals:	Projects:	Goals:	Projects:
MARCH		APRIL	
Goals:	Projects:	Goals:	Projects:
MAY		JUNE	
Goals:	Projects:	Goals:	Projects:

Planner: _____

How To Organize A Student Council Election

Because the council is elected from the students, by the students, it focuses on continued success by always working with the students.

STUDENT COUNCIL REPRESENTATIVES (MEMBERS)

Are chosen from home room, or first period class, or from any other class that all students attend.

Nominations
May be made by a class member, *or* candidates may nominate themselves by collecting student signatures. (Petition)

Ballots
Are made up with nominees' names after nominations are closed.

Then...

Candidates Campaign
Using speeches and posters. (An election committee of student council members sets the guidelines.)

The Election
Is held on the day set by the election committee. The student with the most votes becomes the representative; the student with the next highest number of votes becomes the alternate.

STUDENT COUNCIL OFFICERS

May be chosen in the way students prefer based on the type, size, and organization of the school.

Officers May Be Elected
By the representatives from among themselves; *or* from candidates chosen by the student council or the nominating committee, then elected by the entire student body; *or* from candidates elected by an all-school nominating convention; *or* students may take out a petition and obtain a specified number of student signatures.

Campaigns
Take place under the supervision of the student election committee.

Elections
Are held as the constitution says, (usually by secret ballot or with voting machines).

Results
Are announced as soon as the votes are counted. (First to all the candidates, then to the others!)

Installation
Of new officers and members takes place at a school assembly, which includes pledges-of-office, speeches, and other ceremonies.

Time Management

Organizing myself means managing my time. If I manage my time well, I can reduce stress.

Situations that cause me stress:

Ways I know to handle stress:

Time management secrets:

- ✔ Make lists
- ✔ Set goals
- ✔ Set priorities
- ✔ Do one thing at a time
- ✔ Learn to say "no"
- ✔
- ✔

Organization Summary

☆ I must organize myself, my group, our projects:

☆ We begin with goals, choose projects, then organize everything!

☆ I need to form habits of organization: time management, stress handling.

☆ People have jobs in organizations. They need to agree what they are, and how to accomplish them most efficiently.

☆ Groups have areas of responsibility in an organization. Here, again, agreement is important—and they shouldn't be doing someone else's job.

☆ Committees can get a large group organized by dividing it into smaller groups.

☆ Specific meetings need specific organization and specific skills.

Things I've learned:

Things I must remember:

SELF-ESTEEM

Who am I, really?

How well do I like myself?

How am I getting better?

How can I help other people to like themselves better?

▼ Self-Esteem - 2

You Are Very Special

I am special. In all the world, there is nobody exactly like me.

Since the beginning of time, there has never been another person exactly like me, nor will there be in the future.

No one has my smile, my eyes or nose, my hair, my hands, or my voice. Nobody owns my handwriting. I am special. No one can paint my brush strokes. Nobody has my special taste in food, or music, or art. No one in the world sees things exactly as I do.

In all of time, there has never been anyone who laughs exactly as I do, or cries, or who thinks exactly as I do. And what makes me laugh or cry or think in exactly my way might have a totally different reaction from someone else. I am special! I am different from every other person who has ever lived or will ever live.

I am the only one in the whole of creation who has my particular set of abilities. Now, there is always someone who is better than I am at one thing or another because every human being is superior to every other person in at least one way. But, I am special, and I am superior to each other person in at least one way.

No one in the universe can reach the quality of the combination of my talents, my abilities, my feelings, my heart/my head/my hands. Like a room full of musical instruments—some may excel alone, but none can match the sound made when all are played together. I am a unique symphony!

Through all eternity, no one will ever look, walk, talk, think, or do exactly as I will. I am special. I am rare. And in all rarity, there is enormous value. Because of my great value, I need not imitate any other person. I will accept, truly celebrate my differences because, I am special.

And, it is no accident that I am special. Creation has made me special for a specific purpose. Destiny has chosen a job for me to do that no one else can do as well as I can. Out of the billions of applicants, only one is qualified. Only one has that unique right combination of what it takes—and I am that one!

I am special. I am very special. And so is every other human being.

From *The Greatest Secret in the World*, by Og Mandino, Bantam Books, 1972.

Self-Esteem

Qualities of people with good/positive self-esteem:

- ✔
- ✔
- ✔
- ✔
- ✔
- ✔

How can you tell?

- ✔
- ✔
- ✔

Some kinds of people in the world:

- ✔
- ✔
- ✔
- ✔
- ✔

▼ Self-Esteem - 4

Tips for Improving Self-Esteem

I WILL:

- ✔ Smile.
- ✔ Always dress my best. Do my best, always.
- ✔ Accept compliments with a "thank you."
- ✔ Use positive self-talk (stop putting myself down).
- ✔ Change the negative/defensive ways I react to others.
- ✔ Accept myself and separate myself from my behavior: ("I failed the test, but I am NOT a failure.")
- ✔ Give myself permission to be the best I can be.
- ✔ Be my own best friend (and treat myself that way).
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔

Some Qualities of Fully Functioning People

They are honest in their relationships, but act in a way that shows concern and respect for others even when they disagree.

Their behavior and expressed feelings are the same. They know themselves.

They are sensitive to their own inner feelings and to the reactions of others.

They don't act as "they imagine they should be" nor as others want. They trust themselves, and do not waste energy wearing masks.

They act in a way that allows others to be open and feel good about themselves without fear of being judged or ridiculed.

They express their true feelings in positive ways and do not put others down to build themselves up. They compete with themselves: "Did I do the best that I am capable of doing?"

They realize that pessimism, criticism, and being "objective like a machine" turns people off. Being genuine and positive makes communication happen.

They value deep relationships. Achieving a close relationship with another person means growth and learning about yourself.

They accept their own uniqueness and value it in others.

They have found a purpose in life and a plan for achieving it.

They know how to truly live and they take time to do it.

They take risks to learn about themselves and how others see them, and to grow while becoming better.

"Will it matter that I was?" Will my life make a positive difference to the world?

And:

✔

✔

✔

✔

✔

▼ Self-Esteem - 6

The Invisible Kid

We must involve the uninvolved.

In every school, there is at least one wall-walking kid, a student who has never known greatness, but has never been in trouble.

An Invisible Kid never makes straight A's, but never really fails at everything, either. It is certain that the Invisible Kid will never reach potential until someone teaches that person about "specialness," about being somebody, and accepting self as "Okay."

Every human being needs to be needed, respected, loved, and appreciated. Each of us needs recognition and the truth that we are likable and trustable. We need to become visible for who we are and then we become able to do anything. The Invisible Kid needs to succeed and to be seen while succeeding. It is a leader's greatest challenge to make the Invisible Kid—Visible!

Let's help the Invisible Kid to have a vision, a dream: affection, need, admiration, skill, respect, kindness, ideas, open regard, power, fun, achievement, positive pressures, independence, a place to be someone special, precious moments, warm encounters, magnificent discoveries, and significant involvement. As we both grow, we will earn all this honestly and the world will be better because we have lived.

I can help invisible kids become visible in these ways:

Me, Myself, and I

If you could learn three things about your future, what three questions would you ask?

1. _____
2. _____
3. _____

If you could choose to be an animal, which one would you be? _____

_____

Design the Sign that is "you."

Three things your best friend loves about you!

1. _____
2. _____
3. _____

You have three wishes and $1 million. What will you do?

1. _____
2. _____
3. _____

One wish: I can change anything about myself. This is what I will change: _____

_____

_____

Here is the color of my perfect day: _____

How Well Do You Like Yourself?

Next to each statement, put the number that expresses your feelings.

4 = The statement is totally true.
3 = The statement is mostly true.
2 = The statement is partly true.
1 = The statement is hardly true.
0 = The statement is not true at all.

1. _____ I enjoy waking up in the morning.
2. _____ I am usually in a good mood.
3. _____ Most people like me.
4. _____ When I look in a mirror, I like what I see.
5. _____ If I were a member of the opposite sex, I'd find me attractive.
6. _____ I am intelligent.
7. _____ I feel good about the number of friends I have.
8. _____ I have plenty of energy.
9. _____ I am an optimistic person.
10. _____ I can laugh at most of my mistakes.
11. _____ I have thought about my future.
12. _____ Other people care about me.
13. _____ No one is quite like me.
14. _____ I am a kind person.
15. _____ I would change my appearance very little.
16. _____ I am comfortable in a conversation with other people.
17. _____ I like where I live.
18. _____ I am proud of the things I have done.
19. _____ I express my feelings openly.
20. _____ Nothing is too good for me.
21. _____ There isn't much about my life I'd change.
22. _____ I am still growing and changing in an okay way.
23. _____ I lead an interesting life.
24. _____ I like being alive now—doing what I'm doing.
25. _____ I can make of my life whatever I want.

SCORE:
65-80 You know you're special!
50-64 You are working toward self-acceptance.
35-49 You are much too hard on yourself.
20-34 Time to take a more positive look at yourself.

Am I My Own Worst Enemy?

1. Do I regularly criticize myself? Yes _____ No _____

2. Am I overly critical of others? Yes _____ No _____

3. Do I complain regularly? Yes _____ No _____

4. Do I use many negative words? Yes _____ No _____

5. Do I make excuses or blame others? Yes _____ No _____

6. Do I use the word "bore" or another form of it regularly? Yes _____ No _____

7. Do I cut myself or others down in front of friends? Yes _____ No _____

8. Do I make fun of others who are less fortunate? Yes _____ No _____

9. Do I make sexist remarks? Yes _____ No _____

10. Do I often find myself with nothing to do and nothing that interests me? Yes _____ No _____

First Say To Yourself What You Would Be; And Then Do What You Have To Do!

Name:_____

Write the answers to any of the following questions. You may read/answer them in whatever order you wish. Feel free to use another piece of paper. Your answers will not be read by others although you may be asked to share some of the information.

1. What would you like to do, have, accomplish?
2. What do you wish would happen?
3. What would you like to do better?
4. What do you wish you had more time for? More money for?
5. What more would you like to get out of life?
6. What are your unfulfilled ambitions?
7. What made you mad lately?
8. What made you tense or anxious?
9. What have you complained about lately?
10. What misunderstandings have you had?
11. I'd like to get along better with:
12. What changes for the better do you sense in the attitudes of others?
13. What would you like to get others to do?
14. What takes too long?
15. What are you wasting?
16. What is too complicated?
17. What obstacles exist in your life?
18. What wears you out?
19. In what ways are you inefficient?
20. What would you like to organize better?
21. What question should fit right here:

If I keep doing what I've always done, I'll keep getting what I've always got.

Self-Esteem Checklist

_____ I express myself openly

_____ I look forward to new adventures

_____ I concentrate on my successes

_____ I feel that I am in control of my life

_____ I feel adequate and worthy

_____ I use constructive self-talk such as "I can," "I look forward to," "Next time I'll," and "I'm okay"

_____ I volunteer my own name first when I meet someone or answer the phone

_____ I have several close friends

_____ I am aware of my potential and feel challenged

_____ I smile when I approach others

_____ I realize that I am not what I do (I am not my behavior)

_____ I am less attractive than I want to do

_____ I like to criticize someone else when I'm criticized

_____ I always remember the time I "blew it"

_____ I feel like I have lost control of my life

_____ I am easily offended

_____ I want to outdo my friends and family

_____ I am always saying, "I can't," "I wish," "I should have," "Yeah, but," and "I might have"

_____ I wait for other people to introduce themselves first

_____ I don't make friends easily

_____ I'm nervous about the future

_____ I'm nervous when I'm alone

_____ I feel good about how I look

_____ I accept criticism from others openly

_____ I don't hold grudges

_____ I don't get mad easily

_____ I don't need a fancy house or clothes to make me feel good about myself

_____ I am willing to be "me," just as I am now

_____ I accept the responsibility for what I do

_____ I can accept compliments with "thank you"

_____ I accept that I'm one of a kind

_____ I feel comfortable when I am alone

_____ I sit in the front at meetings/in class

_____ I think about how I can help others

_____ I sometimes hold back from expressing my true feelings

_____ I am sometimes afraid to do new things

_____ I am anxious to become what I want to be—NOW

_____ I hold grudges sometimes

_____ I love to brag

_____ I feel inadequate and unworthy sometimes

_____ I am unacceptable sometimes

_____ I don't like myself sometimes

_____ I blame others a lot

_____ I am embarrassed by compliments

_____ I'm just another person among millions

_____ I wish I could be more like

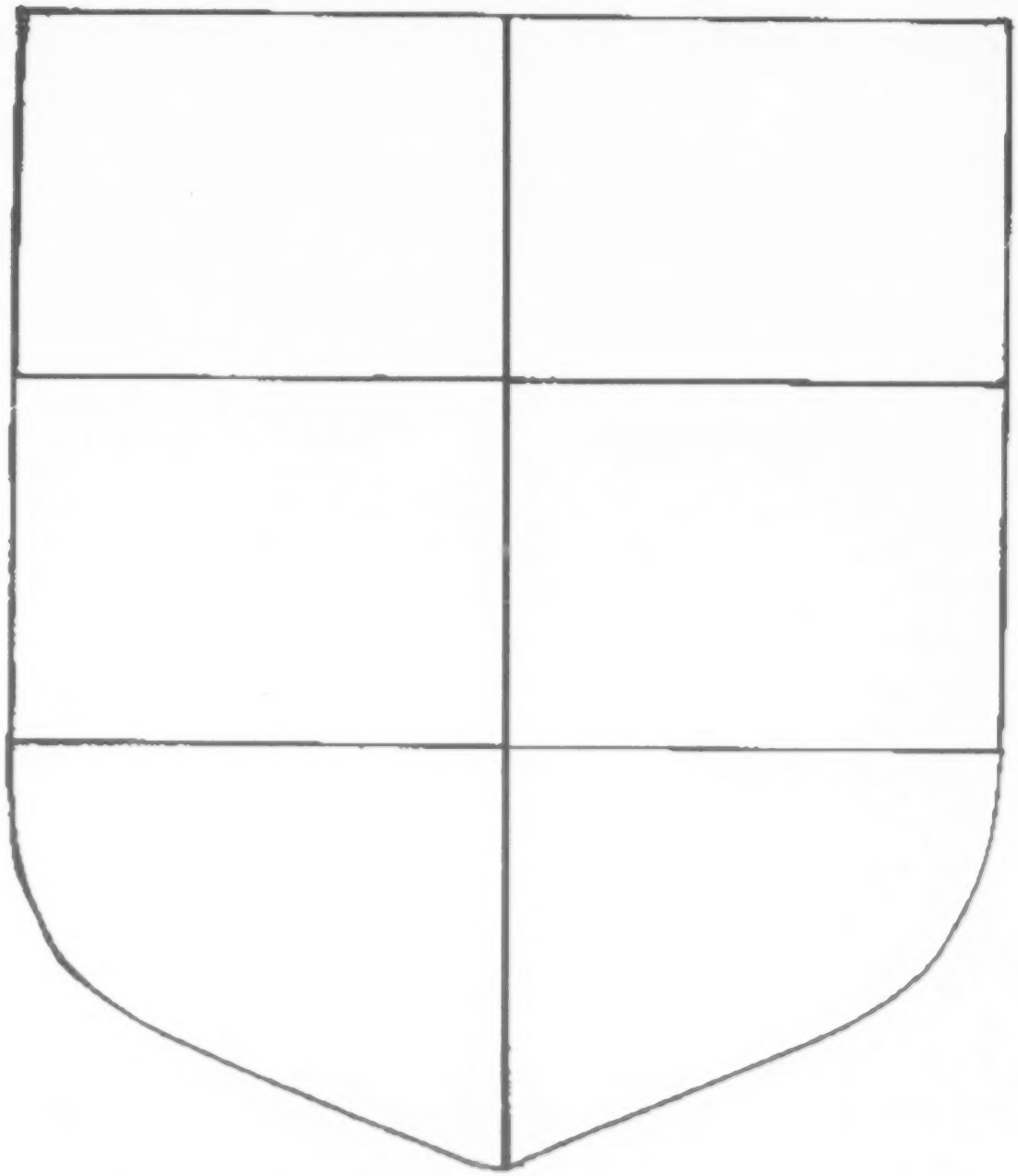
_____ I always sit in the back of the room

_____ I always need to defend what I do

I'm glad I am who I am. I like to be myself! Even when I do the wrong thing, I'm still the right person. I have value and worth. I am me, and I am okay.

I must think less of someone else's opinion and more of who I really am!

My Personal Coat of Arms



Self-Esteem Action Steps

1. Today I will get enthusiastic by clapping my hands and shouting, "Yippee! It's a great day to get out and meet the opportunities the world offers!"

   Write your own action steps to ENTHUSIASM here:

   _____

   _____

   "Nothing great was ever accomplished without enthusiasm!"

2. Today I will use only positive "self-talk"; like the little engine, "I think I can" will be my motto.

   Write your own action steps to POSITIVE SELF-TALK here:

   _____

   _____

   _____

   _____

   "Think you can or think you can't; either way you are right."

3. Today I will "see" myself succeeding in everything I do before I start.

   Write your own THINK LIKE A WINNER action steps here:

   _____

   _____

   _____

   _____

4. Today I will "never, never, never give up!"

   Write your own action step, to HANG IN THERE here:

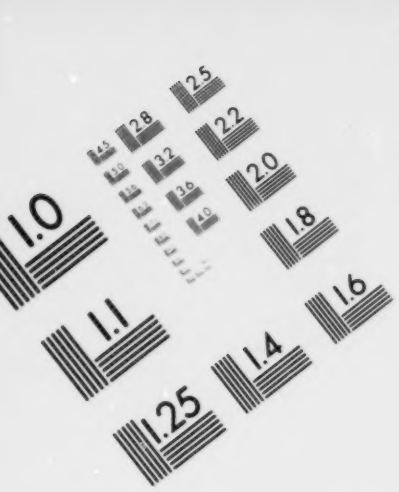
   _____

   _____

   _____

   _____

"Don't get discouraged; the last key of the bunch that you try opens the lock!"
We always find the lost thing in the last place we look!



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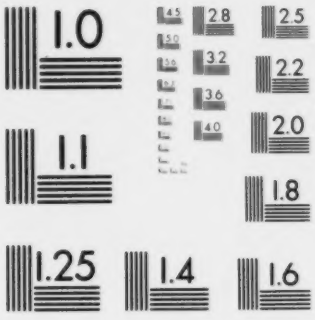

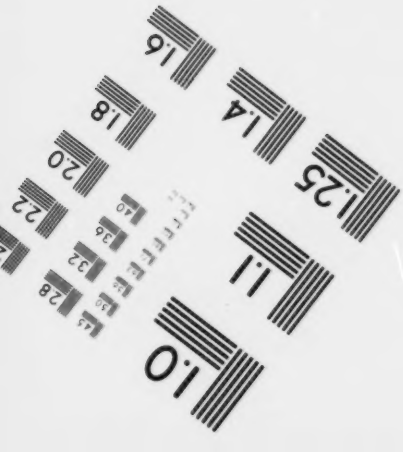

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5. Today I will turn failure into achievement by reminding myself that every mistake moves me one step closer to victory.

   Write your own action step to DEALING WITH MISTAKES here:

_____

_____

_____

_____

   "Many people never fail because they never try."

6. Today I will smile sincerely at those I meet.

   Write your own action step to RELATE WITH OTHER PEOPLE here:

_____

_____

_____

_____

   "You can only make others better by being good yourself."

7. Today _____

_____

_____

_____

_____

8. Today _____

_____

_____

_____

_____

9. Today _____

_____

_____

_____

_____

Self-Assessment Exercise

10 things I love to do:	Risk to self Y/N	Cost/Money	Family Related	School Related	Mon or Dad did?	5 years ago?	In the next 5 years?	With people?	Alone?	Get better at!	Date of last time I did this:
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

I Am Becoming the Best Me That I Can Be

I am the best me there is! I am _____!

I am a wonderful: (Circle all that are true!)

artist	athlete	cookie eater	swimmer
sport	mimic	singer	lip sync artist
organizer	leader	mathematician	bike rider
radio	flirt	son	dancer
player	hummer	person	sleeper
kite	student	house cleaner	painter
flyer	hiker	friend	spender
ice maker	counter	skater	TV watcher
speller	hugger	clown	talker
dresser	runner	reader	niece
nephew	actor	popcorn eater	acrobat
pet owner	escape artist	walker	player
comedian	doodler	daughter	

If I were a *sign*, I would say: _____

If I were an *animal*, I would be: _____

Today, I am the color: _____ because _____

_____

If I were a *shoe*, I would be _____

If I were *food*, I would be: _____

If I were a *piece of furniture*, I would be: _____

If I were a *song*, I would be: _____

If I were a *character* in a movie, I would be: _____ because: _____

_____

If I were a *place*, I would be: _____

If I were a *building*, I would be: _____

Three words that describe me: _____

Three words I would like people to use to describe me: _____

Three things I am working on to change about myself: _____

Something I hope I will always be: _____

1. I feel best when people_____

_____

2. Many people do not agree with me on the subject of _____
but that's okay because _____

_____

3. People who expect a lot from me make me feel_____

_____

4. When people depend on me, I _____

_____

5. I get angry when people _____
and I usually _____because of it_____

_____

6. I have trouble dealing with people who _____

_____

7. When I enter a new group, I feel _____

_____

8. When I talk with a stranger, I _____because _____

_____

9. When people first meet me, they _____

_____

10. When I am in a new group, I feel clumsy when_____

_____

11. When a conversation begins, I _____

_____

12. When I stand up in front of a large group, I_____

_____

13. I would be more comfortable in a group if_____

_____

THREE PEOPLE WHO:

Make me smile: _____ _____ _____
Call me friend: _____ _____ _____
Think I'm okay: _____ _____ _____
Always support me: _____ _____ _____
Know me well: _____ _____ _____
Think like I do: _____ _____ _____
Look up to me: _____ _____ _____
Intimidate me: _____ _____ _____
Like me: _____ _____ _____
Gossip about me: _____ _____ _____

THREE PEOPLE THAT:

I admire: _____ _____ _____
I call friend: _____ _____ _____
I look up to: _____ _____ _____
I'm afraid of: _____ _____ _____
Make me smile: _____ _____ _____
I really care about: _____ _____ _____
I wish would notice me: _____ _____ _____
Like me a lot: _____ _____ _____
I'll never understand: _____ _____ _____

THREE THINGS I:

Want to do: _____ _____ _____
Need to do: _____ _____ _____
Hate to do: _____ _____ _____
Love: _____ _____ _____
Would like to buy: _____ _____ _____
Can't get enough of: _____ _____ _____
Will never outgrow: _____ _____ _____
Would never do: _____ _____ _____

THE FOLLOWING WORDS DESCRIBE ME:

	Never	Sometimes	Almost Always
Shy			
Cooperative			
Friendly			
Intelligent			
Sloppy			
Serious			
Hostile			
Athletic			
Responsible			
Irritable			
Loud			
Withdrawn			
Disorganized			
Funny			
Open minded			
Trustworthy			
Picky			

My greatest achievement, so far: _____

_____

My best day so far: _____ because: _____

_____

My favorite daydream: _____

_____

The time I felt most proud of myself: _____

_____

Something I surprised myself by doing: _____

_____

A place where I always feel comfortable: _____

_____

I am always happy when: _____

_____

Someday I hope to be: _____

_____

I will never forget (person): _____ because _____

_____

I will always remember the time I: _____ because _____

_____

I am somebody! I am: _____

_____

Whenever I am in a group:

I THINK:

I KNOW THAT:

I SHARE:

I DON'T:

I CHOOSE:

AND THIS IS WHAT OTHER PEOPLE NEED:

A Place For Me

There is a special place in life,
That needs my humble skill,
A certain job I'm meant to do,
Which no one else can fill.

The time will be demanding, and
The pay is not too good,
And yet, I wouldn't change it
For a moment—if I could.

There is a special place in life,
A goal I must attain,
A dream that I must follow,
'Cuz I won't be back again.
There is a mark that I must leave,
However small it seems to be,
A legacy of love for those
Who follow after me.

There is a special place in life
That only I may share,
A little path that bears my name,
Awaiting me somewhere.
There is a hand that I must hold,
A word that I must say,
A smile that I must give—for there
Are tears to blot away.

There is a special place in life
That I was meant to fill,
A sunny spot where flowers grow
Upon a windy hill.
There's always a tomorrow,
And the best is yet to be,
And somewhere in this world, I know
There IS a place for ME!

Giving and Receiving Compliments

The ability to give compliments is important to leaders. When you give a compliment, you say to the other person that you value them, enjoy their company, or want to add to their happiness.

To be able to compliment others—and to receive compliments—is a sign of self-esteem for both giver and receiver.

GIVING COMPLIMENTS
There are at least two kinds of compliments:

1. *A judgment compliment:* "You did a good job on that report."
2. *A gift compliment:* "I like the way you did that report.
3. And we can compliment by asking, How did you do that so well?—Tell me how you do that . . . or, Help me to do the things you do so well.

Often we fail to give a compliment because:

1. We think that the other person knows how we feel about him or her.
2. We think that by giving a compliment to another, we'll be less of a person.
3. We may tell one person how great another person is—but forget to tell the actual person because it feels awkward or the time isn't right. It can be hard to do.

RECEIVING COMPLIMENTS
The ability to receive a compliment is a skill—a sign of self-esteem.

There are many ways we can receive compliments:

- ✔ Reject the compliment
- ✔ Ignore or negate—"The report was no big deal."
- ✔ Laugh at ourselves.
- ✔ Give a curt, embarrassed, "Thank you."
- ✔ Give credit to someone else . . . or an honest "Thank you" is great, too.
- ✔ Really accept the compliment—let it sink in: "Thank you. I worked hard on that report and I'm glad you noticed."

IMPORTANT: ALWAYS BE SINCERE IN GIVING AND RECEIVING COMPLIMENTS.

With mistakes—say . . . "I planned that!"

Self-Esteem Summary

☆ Self-awareness is important! My acceptance of myself is the beginning.

☆ There are ways for me to get to know ME better. (I need to use them.)

☆ I am okay and special. Fully functioning people are a model for me.

☆ I know important stuff about other people (and myself).

☆ There is a place for me as a leader in the world. (I might not have found it yet.)

☆ I need to hold myself in high regard before I can love other human beings.

☆ Self-esteem is not conceit.

Things I've learned:

Things I must remember:

PUBLIC RELATIONS

And how can people truly know what is going on?

Who can we tell? Who should we tell? When?

How do we say it best?

Where do we begin—and how do we do it right?

Developing Public Understanding And Support Through PR

Public relations is a planned activity to earn public approval. It is a two-way function affecting both internal (teachers, principals, school boards) and external (reporters, business leaders) publics. Real public relations is not a way to cover up mistakes. It's being honest with people, attempting to make programs as effective as they can be, listening as well as talking, explaining the importance of student activities. It's also letting people know what we do well and what contributions we make to the school and the community.

Some of the important words:

1. *PR*—Public Relations

2. *News Media:* The various means of communication, such as newspapers, magazines, television, radio stations, TV, etc.

3. *Press release* or *news release:* A prepared announcement or report of an event or program (or other news) for use by the news media.

4. *Publicity:* Information about a person, group, or event given through the news media to attract public notice. PUBLICITY IS A LARGE PART OF A PUBLIC RELATIONS PROGRAM!

   Publicity, public relations, and communication are not all the same. They are connected.

   Communication is "message"—plus "sender"—plus receiver.

   Publicity can draw attention to the message.

   Public relations is constantly saying that you care to all your "publics."

Public Relations

The key word for PUBLIC RELATIONS is P.R.I.C.E.

You must pay the **PRICE** to be effective.

Publics
Reach out to them
Involve everyone
Communicate clearly
Enthusiasm!

PUBLIC RELATIONS is many things and takes many forms. It is the essence of success for student groups. The most significant purpose is to RECEIVE information and to PROVIDE information to all concerning the group's work. Without a comprehensive plan in this area, none of the other purposes can be accomplished.

- ✔ Good PR will provide support for student activities.
- ✔ Good PR will create pride in your school and increase school spirit.
- ✔ Good PR will result in an improved student group.
- ✔ Good PR will prevent misunderstandings about what the group is doing.
- ✔ Good PR will create interest.
- ✔ Good PR is a MUST!!!!!
- ✔ Good PR is

HONEST!
CONTINUOUS!
POSITIVE!
COMPREHENSIVE!
ORGANIZED!
PLANNED!

PR with Students

Among the many "publics" involved in student public relations, three are most important. They are: STUDENTS, ADMINISTRATION/ STAFF, and the COMMUNITY. A few suggestions for good relations with each group are listed below:

1. Group members must be good examples for other students.
2. Group members must listen to what students are really saying.
3. Projects must be workable and benefit the entire student body.
4. Meetings should be open to *all* students (or at least to their ideas).
5. Student council minutes should be posted weekly in a conspicuous place (the same place every time).
6. A suggestion box should be provided so that members of the student body may participate in the work of the student government.
7. Student polls and surveys should be used often and followed up with action.
8. Members of the student body must be included in projects and committee work.
9. Bulletin boards should display activity projects.
10. A handbook should be published and used.
11. The school constitution must be publicized (and understood).
12. A student government newsletter should be distributed to all students, parents, and staff members.
13. Projects should be carefully planned before presenting them to the student body.
14. All activities must be supported—athletics, speech, art, music—enthusiastically!

✔

✔

✔

✔

✔ PUBLIC RELATIONS WITH THE STAFF:

✔ PUBLIC RELATIONS WITH THE COMMUNITY:

✔ PUBLIC RELATIONS WITH THE NEWS MEDIA:

✔ SOME CHECKPOINTS ON EFFECTIVENESS:

Student Body Officer's Public Relations Responsibilities

FIRST TASK

Assign one or two people to have the responsibility for public relations.

SECOND TASK

Form a committee of five, seven, or nine people including those from the first task. Call this group "The PR Committee." (A sample job description follows.)

(HINT: Look outside your immediate group of friends for people. Ask those who ran for office but didn't get elected.)

Help these people write out their job description and share copies.

THIRD TASK

Make the PR Committee a "status committee."

How? Give frequent recognition of tasks they complete. Tell them often how much you appreciate what they are doing. Treat to ice cream parties, pizza parties, free admissions to activities, certificates, etc.—anything that gives these people positive recognition.

FOURTH TASK

Provide training for each representative in reporting what happens in meetings and in conducting meetings to gather information to bring to the group.

FIFTH TASK

Be sure that minutes are attractive, clear, and easy to read.

SIXTH TASK

See that the administration is kept well-informed by regular personal meetings, minutes, and special notes. (It's often easier to leave a note than it is to see the person.)

A Student Public Relations Committee:

STUDENTS:

STAFF:

COMMUNITY:

NEWS MEDIA:

Publicity Methods To Consider

ASSEMBLIES
BALLOONS
BANNERS
BILLBOARDS
BOOK COVERS
BOOKMARKS
BULK MAILINGS
BULLETIN BOARDS
BUMPER STICKERS
BUTTONS
CALENDARS (Community, school, and others)
DAILY ANNOUNCEMENTS
ELECTRONIC TELEPHONE ANSWERING DEVICE
ENVELOPE STUFFERS
EXHIBITS
FACULTY BULLETINS
FILM OR SLIDE SHOW
FORTUNE COOKIES
GRAPEVINE
HANDBOOKS
HANDOUTS TO EACH STUDENT
INFORMATION BOOTH
INTERVIEW SHOW
MUSICAL PRESENTATIONS
NEWSLETTERS
OPEN HOUSE
P.A. ANNOUNCEMENTS
PARADES
PENS & PENCILS
PERSONAL LETTERS
PHONE CAMPAIGNS
PICKET SIGNS
"PIN ON" REMINDER RIBBONS
POSTERS
QUESTIONNAIRES
RADIO
RALLIES
SANDWICH BOARDS
SCHOOL NEWSPAPER
SKITS (Good at assemblies)
SKYWRITING
SONG & SLOGANS
SPECIAL AWARDS
SPECIAL OBSERVANCES
SPEECHES
STICKERS
STORE DISPLAYS
T-SHIRTS
TELEVISION
TOWN CRIER IN HALLS DURING LUNCH
WINDOW PAINTING
YOU NAME IT

OK—Here Are the A B C's of Public Relations

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Seven Basic Rules of Good Poster Design

1. Since a poster should communicate with its viewer quickly and directly, it must be simple and to the point.
2. Creativity and originality are most important. No matter how bright or witty your poster is, if it looks the same as all the others you have painted before, people will ignore it.
3. The prime purpose of a poster is to attract immediate attention and to transmit its message at a glance. (A person will spend only EIGHT seconds on your poster.)
4. Line, shape, and color used as part of the overall design should not be confusing.
5. Designs should be kept to a minimum of shapes, using strong flat areas of color. Limit your lettering to a single style on any one poster.
6. All elements of composition should relate to each other in their arrangement and proportion to give the finished poster a unified and complete image.
7. A poster should always be painted in good taste and should not offend any person, group of people, or organization.

POSTER DESIGN

The use and basic characteristics of a poster may vary. But the poster is read for any length of time. Its complete effect should be instantaneous. In that instant, it should tell its story and deliver the message. *The main function of a poster is to get attention, then to leave a message to produce a reaction.* The message must be clear and intense.

Three essential qualities of a good poster are:

1. SIMPLICITY 2. UNITY 3. SURPRISE

Let's Map Out a Few Posters

Let's Talk Public Address Announcements

Information:

✔

✔

✔

✔

✔

✔

Ideas:

✔

✔

✔

✔

✔

✔

Let's Talk Microphones in Assemblies:

And Maybe a Couple of Telephone Ideas:

One-to-One/One to Many, etc.:

Public Relations Summary

Publics need information: Students, Staff, Community, Parents, the News Media, Agencies, Government, Schools, etc.

The PRICE:

PUBLICS ARE CHOSEN
REACHED
INVOLVED
COMMUNICATED WITH
ENTHUSIASM IS GENERATED

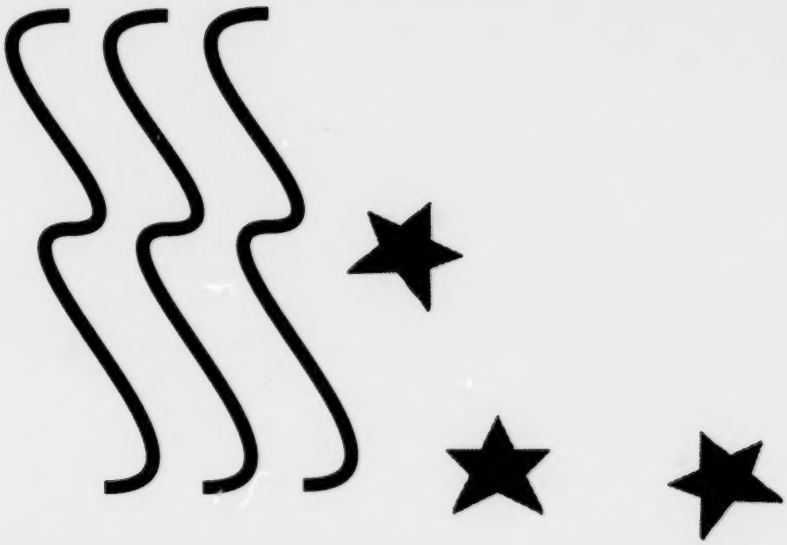
☆ We each have important jobs to do. A Public Relations Committee can work.

☆ Lots of ideas exist to do these ideas—A to Z!

☆ Posters/Announcements/Unique Ideas are Important.

Things I've learned:

Things I must remember:



COMMUNICATION

What is it that I really want to say to others?

What are some of the best ways to say it?

How can I know if they really heard me?

How can I know if I truly heard them?

How can I get better at listening?

At speaking? At building conversation?

At telephone? Radio? TV? At writing what I want to say?

What are the differences among written/spoken/talked-to/signed/signaled ways?

Communication

Communication is the exchange of thoughts, messages, or feelings by speech, signals, or writing. A knowledge of good communication skills is necessary for an effective leader.

We communicate by words—written or spoken—and the way they look to others; by our tone of voice, speed of words, and choice of language; by eye movements; with body movements; with our hands; by touching and hugging; and by our actions or behavior.

Unseen factors that exist in communication:

- ✔ FILTERS. The senders and receivers of communication each have built-in "filters" through which every message must pass.

- ✔ LEVELS. People always communicate on several levels. Two are the task level and the emotional level. Our messages not only convey facts, but also include clues to how we feel, what our needs are, what our goals are, and what our ideas are about others.

- ✔ PATTERNS. At different times we may notice behavior patterns in communication. People may seem to seek support, to fight, to withdraw, or to influence.

Because of these factors and more, it is important to look into our own needs and attitudes, and the ideas of others.

Communication is a really hard skill to master!

Communication

People need to feel important! We need to feel happy and successful! We need to feel respected, needed, and loved.

One of the most important jobs a student group can do is to help students, teachers, parents, administrators, and the community talk with each other.

We need to **write:** Letters, posters, thank-you notes, press releases.

We need to **speak:** In microphones, telephones, meetings, everywhere.

We need to **do** important things and help people to **know** what's going on, but also, to get people **involved** in what is important to them. NOW!

A public relations committee can be one excellent way of helping the public to understand the good things about our school. We must think about ways of telling the story in a special way so that people will listen and be excited.

- ✔ Let's do singing commercials on the intercom!
- ✔ Let's sell fortune cookies with student-written fortunes!
- ✔ Let's publish an above-ground newspaper!
- ✔ Let's buy TV time!
- ✔ Let's tape-record student suggestions!
- ✔ Let's write thank-you notes on coconuts!
- ✔ Let's build a telephone tree where each student calls three students who call three students who call three . . .
- ✔ Let's rent a billboard and thank the teachers!
- ✔ Let's do something really exciting every single day!
- ✔ **Let's let the world know about it!**

HERE'S THE LADDER OF COMMUNICATION

Look at the person
Ask questions
Don't interrupt
Don't change the subject
Emotions controlled
Responsively listen!

Sensitively participate!

- ✔ Leaders communicate with those they represent.
- ✔ Leaders need to know what people think; but *also* what they *feel*.

LOTS OF PLACES NEED A STUDENT VOICE:

Newspapers
Radio
Television
Local newspapers and magazines
Telephone hot-line
We need to hear, really hear!
Bulletin boards
Display cases
Assemblies
Posters
Questionnaires
Surveys
Special weeks, days, months
Newsletters
Secret messages
Campaigns
Meetings
Scrapbooks

What is communication, really?

When does it happen?

How do I know?

What changes the way I am heard?

How do I communicate best without talking?

Here are 10 Guidelines for Communicating Effectively:

1. KNOW

2. CLARIFY

3. DESCRIBE

4. CONSIDER

5. FOCUS

6. TONE

7. OBSERVE

8. REFLECT

9. DO

10. LISTEN

Here are key ideas for good listening:

✔

✔

✔

✔

Here are bad/good listening habits:

Bad habits of listening	Good listening habits
✔	✔
✔	✔
✔	✔
✔	✔
✔	✔

Feedback is an important idea that means:

▼ Communication - 7

Killer Phrases:

Igniter Phrases:

Now, check the ones you use the most (or want to use more).

Here Is How I Handle Conflict

With friends:

With my family:

With teachers:

With group members:

Here are some "strategies" that I need to remember:

Giving a Great Speech

G rab audience attention: With an exciting "intro"—with humor—with something visual, imaginative, creative. Decide that you care to really speak!

I nvolve the audience: With questions—activities—with what you want to say—at this time—to these people!

V alue these people: Speak with them; like who they are. Care about what they need to hear.

I nspire and inform them: Tell them what they want or need to hear. Speak with fire and relevance. Make the message theirs!

N eatly organize your material. Put it in a way that is clear, logical, attractive.

G oal-set: Have a purpose, a message, a time limit, an important reason!

A ccentuate the positive! The important! The Message!

G o smoothly from idea to idea.

R epeat essential thoughts.

E nthuse.

A ccept audience responses and react to them.

T hink! Before, during, and after!

S peak clearly, slowly, loudly enough.

P ractice! Practice! Practice! Out loud and to yourself.

E nrich the event by giving of yourself!

E conomize: Be concise, brief, on target.

C hoose the right subject for the right audience!

H ave the great dream of the greatest speech delivered to this audience!

Speeches can:

Entertain	Inspire
Persuade	Inform
Challenge	Edify/Enrich
Charm	and . . .

But this particular one is designed to:

I must decide what each speech should do—what is the best way to do it—for these people here and now. Then, I need to do it! With Class!

Let's Look at One-Way/ Two-Way Communicating

Good qualities of one-way:

✔
✔
✔
✔
✔

Good qualities of two-way:

✔
✔
✔
✔
✔

Here are some reasons for using each kind:

One-Way:

✔
✔
✔
✔

Two-Way:

✔
✔
✔
✔

Here's what I have learned:

Communication is:

If I really want to communicate:

Something that gets in the way:

To really listen well, I need to:

Are You a Good Listener?

ATTITUDES

1. Do you like to listen to other people talk?
2. Do you encourage others to talk?
3. Do you listen even if you do not like the person who is talking?
4. Do you listen equally well whether the person talking is man or woman, young or old?
5. Do you listen equally well to friend, acquaintance, stranger?

ACTIONS

6. Do you put what you have been doing out of sight and out of mind?
7. Do you look at speakers?
8. Do you ignore distractions?
9. Do you smile, nod your head, and otherwise encourage them to talk?
10. Do you think about what they are saying?
11. Do you try to figure out what they mean?
12. Do you try to figure out why they are saying it?
13. Do you let them finish what they are trying to say?
14. Do you encourage speakers to go on, if they hesitate?
15. Do you restate what speakers have said and ask them if you got it right?
16. Do you withhold judgment about the speakers' ideas until they have finished?
17. Do you listen regardless of their manner of speaking and choice of words?
18. Do you listen even though you anticipate what they are going to say?
19. Do you question speakers in order to get them to explain their ideas more fully?
20. Do you ask speakers what the words mean as they use them?

Turn-Arounds

Here are some statements to use instead of denying, getting defensive, counter-attacking with criticism; ways to turn a critical remark around so that you are in charge.

1. "That's true. I did do this project incorrectly. Do you have suggestions for next time?"

2. "You could be right." "That's probably true." "I agree with you." "If I didn't do that so often, I would feel better about my behavior, but I'm still a worthwhile person."

3. "What you say makes sense."

4. "That's right. I am _____, and I feel good about me!"

5. "You're probably right. My _____ does look a bit worse for the wear."

6. "That's true, I was, and I'm pleased with my choice."

7. "I understand that you would prefer I hadn't done that."

8. "I can certainly see why you might think that."

9. "Perhaps, I'll think about it."

10. "You're absolutely right! Thank you for sharing your insight."

11. "It seems you and I have a different way of looking at this situation. I respect your right to differ with me."

Communication Summary

☆ We communicate in many different ways. It is not easy!

☆ I need to check on my communication skills often.

☆ I must be aware of influences on communication and what to do about them.

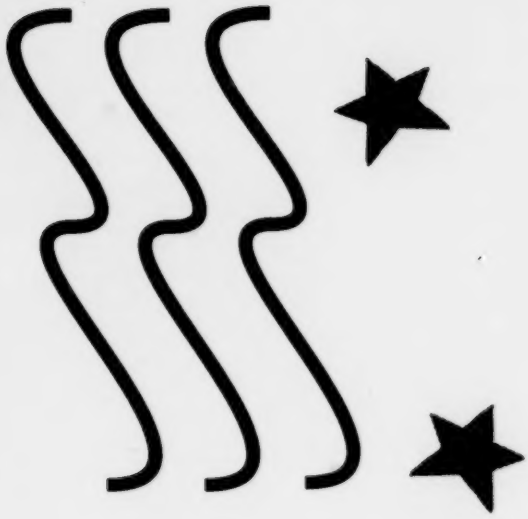
☆ I need to work at listening, solving conflicts, giving speeches, achieving goals.

☆ I can speak without using words. I can hear the same way.

☆ Communication is an essential life-time skill. I must truly work at it!

Things I've learned:

Things I must remember:



PROBLEM SOLVING AND DECISION MAKING

What is the best process for defining and solving problems?

How are decisions important to problem solving?

How can I make better decisions and solve problems more effectively?

How are problem solving and decision making related?

Stress

Stress is stimulus to every sense in our bodies. It exists all the time. (We need a vital balance of stresses to stay alive.) Problems can develop when pressures from one side become so strong that they exert *dis*-stress on our bodies, minds, and spirits.

Here are a few ways to cope effectively with DIS-STRESS:

- ✔ Do your work, but learn to relax and not feel guilty about your work or your relaxation.
- ✔ Keep a sense of humor and use it often. Learn to laugh out loud; have fun; be happy; stay enthusiastic. Gleeful fun is good stuff!
- ✔ Learn to plan: Set goals that challenge you. Choose reasonably high, positive goals and keep raising the standard as you achieve them. Keep writing out your goals; identify obstacles; choose activities that achieve the goals; choose organizational strategies; set priorities; do the work. Measure wonderful success and achievement and know that you're the reason.
- ✔ Keep a time chart and post deadlines for finishing projects. Keep a "victory" list—a spindle to mount the trophies, the records of success, the phone calls made.
- ✔ Both choose and recognize your personal limits. Control what pressures you; always keep a gentle tension on yourself; program times of other kinds of pressure on yourself—or no pressure at all. Keep challenges vital and relevant.
- ✔ Avoid distractions. Keep your desk clear, but functioning. Don't be captured by TV.
- ✔ Be positive, optimistic, hopeful, loving. Become your own "Hero."
- ✔ Be more tolerant and forgiving: Forgive the unforgivable. Love the unlovable. Trust the untrustworthy.
- ✔ Frolic with competition. Totally commit to the games you value the most. Work toward full cooperation and communication. Keep a "spirit of fun" in everything you do and organize an "urgent" game plan for yourself to give meaning to life!
- ✔ Exercise regularly and both eat and read just the good stuff. Life is incredibly short!
- ✔ Talk out troubles; develop friendships and earn them. Depend on other people! Be dependable yourself!
- ✔ Focus on the needs, wants, and concerns of other human beings. Search out commitment, honesty, compassion in others and pursue happiness—whatever you choose it to be for you. Fulfill your mission—the reason you were born!

Problem Solving

Problem solving is one of the most important functions of a student group. Leaders help people solve the problems they see as most urgent:

- ✔ **By working** with other groups within the school and by staying alert to the needs of people.

- ✔ **By defining** what each problem is, and isn't. By asking if this is "our problem."

- ✔ **By writing** out the problem as a question, such as "How can we get more pride in our school?" "What are good ways to get a better school atmosphere?"

- ✔ **By thinking** about the people and the facts involved with the problem. (The things that hold us back; the things that help.)

- ✔ **By picturing** how it will be when the problem is solved. By talking with lots of other people and sharing ideas.

- ✔ **By making a list** of all possible solutions with their disadvantages. By considering every idea as "possible."

- ✔ **By choosing one great solution.** By working on a master plan. By taking action. By setting and keeping deadlines. By involving people.

▼ Problem Solving - 4

Here's a formula for making decisions and solving problems with a group:

Here's a serious problem to face:

Here are some clues for solving it:

How do most of us solve problems? Make decisions?

What are some of the problems that exist among people?

Who Makes Decisions?

Students your age make many decisions every day. How many decisions do you make? To discover your decision-making rating, answer each question below YES or NO.

1. Do you decide with whom you will play or be with after school?
2. Do you decide what clothes to wear?
3. Do you decide whether or not to pay attention to your teacher in class?
4. Do you decide what games to play?
5. Do you decide what you will buy with your own money?
6. Do you decide what TV programs you will watch?
7. Do you decide what time you will go to bed on school nights?
8. Do you decide what time school starts in the morning?

Are you a decision maker?

*From *Citizenship Decision Making*, by R. La Raus and R. C. Remy, Addison-Wesley Publishing, Co., 1978.

A Recent Decision

1. Write down an important decision you made recently.

_____

_____

_____

2. What did you choose to do? _____
3. Was it a difficult decision? _____
4. How long did it take you to decide? _____
5. How did you go about making this decision? _____

_____

_____

_____

6. Did anyone help you with this decision? _____
   How? _____
   Did you wish you had further help? _____
7. Did you consider other alternatives? _____
   If so, what were they? _____

   _____
   Why did you reject them? _____
8. What were some of the reasons for your choice? _____

_____

_____

_____

9. Here are some rules about making decisions:
   a. You must know the facts.
   b. You need both information and the power to decide.
   c. You must care about the outcome.
   d.
   e.
   f.
   g.
   h.

How To Make a Group Decision

It's quite simple! Follow these directions:

D Determine the problem

E Examine the alternatives

C Consider choices in terms of goals

I Identify acceptable choices

D Decide on one choice using the appropriate method (voting, consensus, or authority)

E Examine the results after you take action—evaluate.

A Day in My Life

Directions: You make decisions every day that define who you are and what is important to you. Do you ever find yourself so busy deciding and doing things that you forget to ask yourself WHY? What do I care about? Take the time; put your mind to it. Help yourself find out what you care about right now by completing this worksheet.

1. In the space below, describe what you do on a regular school day. Close your eyes for a moment. Picture yourself in all the places. What do you hear yourself talking about and see yourself doing each day? Describe your day from start to finish.

WHAT I DID	WHAT HAPPENED AS A RESULT
Before School	
1.	
2.	
3.	
4.	
5.	
At School	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
After School	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Need more space? Add your own paper.

2. Think for a moment or two. After looking at what you just wrote you may start to see that some things are important to you. Your list might include having close friends, doing your best in school, getting along with your family, looking good, and many more things. Make your own list of the things that seem important to you in your life right now.

_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.
_____ is important to me.

3. All these things are important. But they are not equally important to you. Look at your list. What matters the most right now? (What are your priorities?) Pick them out by order of importance and list them below.

_____ is most important to me.
_____ is second most important to me.
_____ is third most important to me.
_____ is fourth most important to me.
_____ is fifth most important to me.
_____ is sixth most important to me.
_____ is seventh most important to me.
_____ is eighth most important to me.

4. Now look at your list and look at your decisions. How did your day add up? Did most of your decisions fit with getting what is important to you? Or did you find that you may have priorities but your decisions are influenced by something else? Like habits, laziness, other people's opinions? In the space below, write what changes you'd like to make in your typical day:

_____
_____
_____
_____
_____
_____
_____
_____

The Decision Tree

A decision tree is a helpful tool in choosing alternatives to a problem. It can be used as a map, showing you the right path to take to reach the right decision. Decision making involves an abstract mental process. By using a decision tree, you make the process more concrete. It helps to be able to visualize your alternatives.

The following is an example of how to use a decision tree to solve a problem.

Put yourself in the place of Sir Lottalance. Sir Lottalance was riding along, minding his own business, when he came upon some townspeople. The people were sad because the terrible dragon, Dingbat the Diwitted, had lumbered out of his cave and carried off the king's son. The ruler had offered a huge reward to anyone who could destroy the dragon.

The first knight to try had been barbecued by Dingbat's breath. The second knight to try had tripped over his own sword and become dragon dessert. Sir Lottalance could hear the brave captive mocking the dragon and calling him nasty names. He could hear Dingbat's stomach rumbling as he waited for another tasty meal of fried knight. Sir Lottalance was the sharpest knight around, but he was tired and Dingbat was hungry. What could he do?

Look at the example "decision tree" to determine the alternatives and a solution for Sir Lottalance.

Do you see the benefits from using such a tree, whether it be for a personal decision or a group decision?

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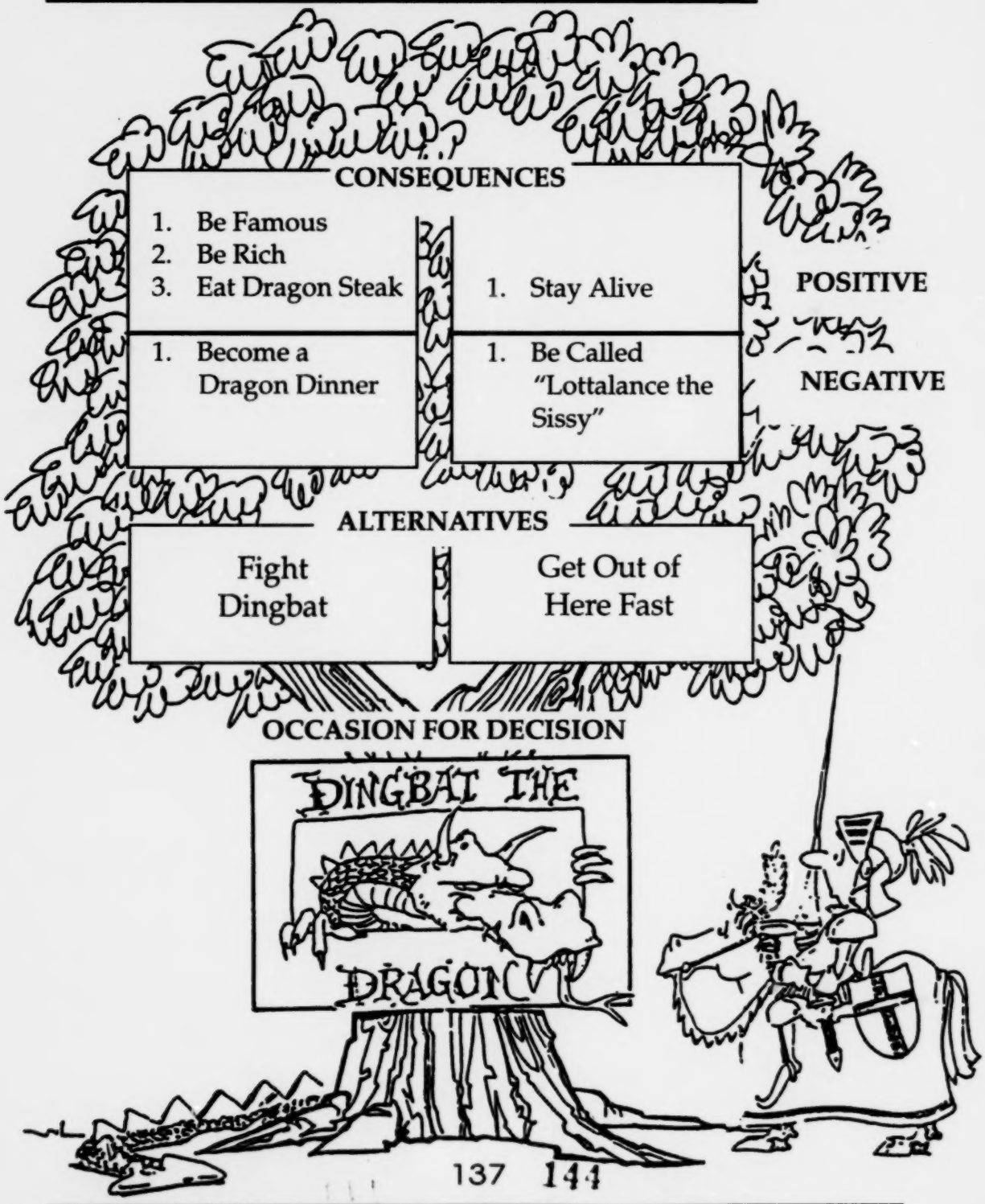
Decision Tree
Sir Lottalance and the Dragon



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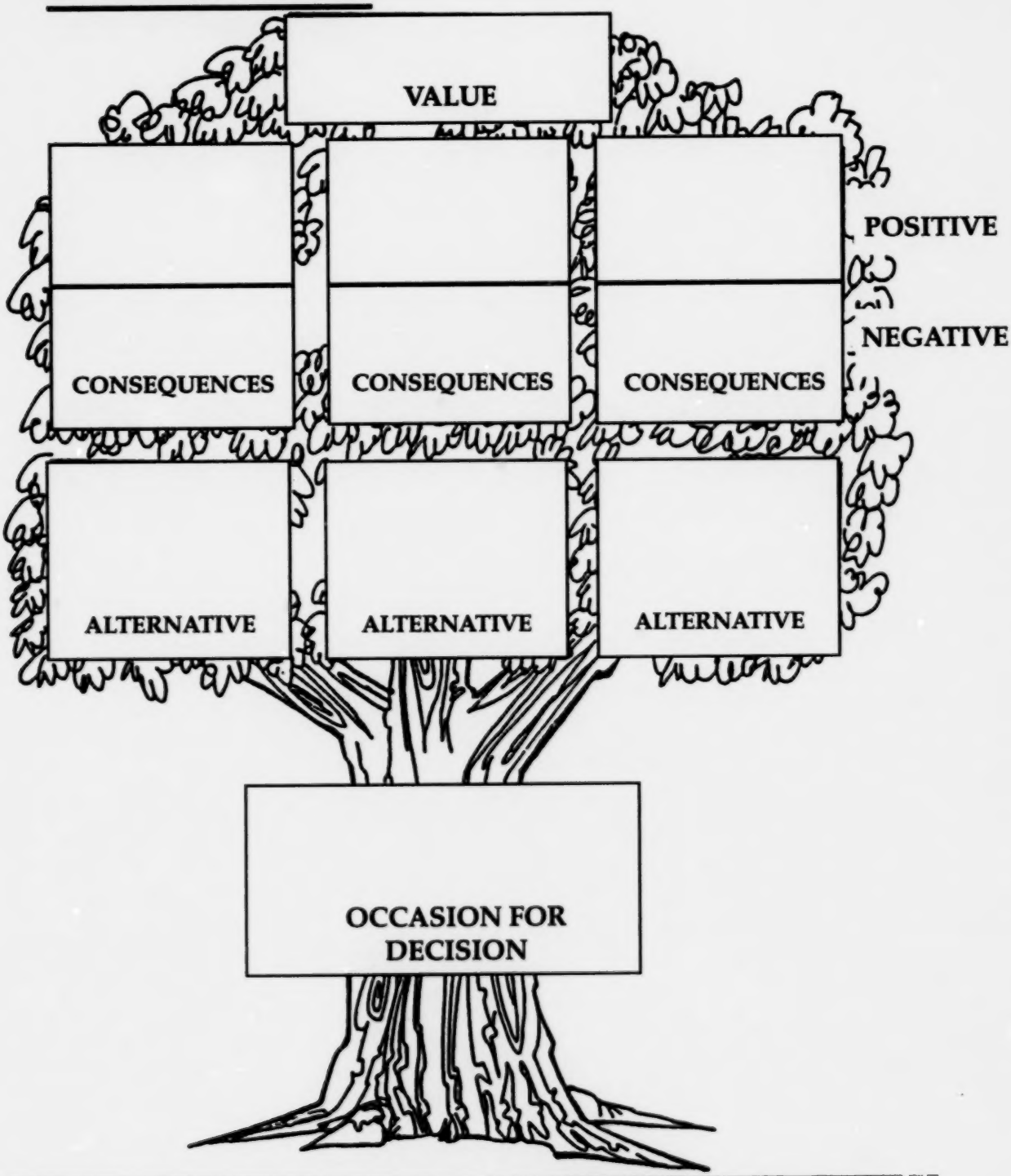
Decision Tree



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How Can I Lead Others to Goal Decisions?

Our tools include voting, consensus, and authority.

What is consensus?

How can we reach it?

Here are some important decisions that need action:

Here are some strategies to use:

A Few Methods for Making Group Decisions

(Authority, Consensus, Voting)

Occasion for the Decision	Which Way of Decision Making Fits Best?
1. The ball player has just slid into home plate. Someone has to decide if she is safe or out.	_____
2. Mom asks the family what they would like for dinner.	_____
3. The class decides who will be the team captains during gym class.	_____
4. The soldiers must decide which direction to march to attack the enemy.	_____
5. The gang decides where they're going to go for lunch.	_____
6. The people must decide who their Senator will be.	_____
7.	
8.	
9.	
10.	

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Decision, Decision, Which Way Fits?

Occasion for the Decision	Fill in Type of Decision-Making: Authority, Consensus, or Voting
1. The airplane engine has caught fire. A decision must be made about landing.	_____
2. You and two friends are deciding what to do on a Saturday afternoon.	_____
3. The football team is in the huddle. It is time to decide what the next play will be.	_____
4. The people of a state must decide who their governor will be.	_____
5. A family is deciding whether to go to a drive-in or a restaurant.	_____
6. The class is deciding whether to have milk or pop at the class picnic.	_____
7.	
8.	
9.	

Remember

- ✔ When you are making decisions with a group, don't allow your members to become alienated or dominating or closed out/in.
- ✔ It is the worst feeling in the world to feel as if you don't matter and your opinion doesn't count.
- ✔ All people need to feel wanted and that their participation is important to the other members of the group.
- ✔ It is your job as a leader to make all members feel important.
- ✔ When teams work together, they cannot help but form a united, dynamic, and caring group.
- ✔ These are the kinds of groups that are the most effective.
- ✔ Happy problem solving/decision making!

One Method for Problem Solving: STP*

*(Situation/Target/Path)

1. Define the problem FIRST!
   Be certain that each member of the group contributes to what we understand the problem REALLY to be. Sometimes issues to be decided are not clearly understood or "owned." Spend enough time discussing the problem and what it involves before trying to solve it.

   The problem as we see it: _____

   _____

2. Things that show the problem exists: _____

   _____

3. Factors that contribute to the problem: _____

   _____

4. Possible causes of the problem: _____

   _____

5. Describe how the situation will be when the problem is solved: _____

   _____

   _____

6. Possible solutions: _____ Strengths: _____ Weaknesses: _____

7. The best alternative: _____

   _____

8. Here are the things we will do to solve it: _____

   _____

9. Assignments: List tasks specifically:

   People: _____ Job: _____ Deadlines: _____

   People: _____ Job: _____ Deadlines: _____

   People: _____ Job: _____ Deadlines: _____

10. Evaluation: Now that we've taken action, here is the situation: _____

    _____

    Did we solve the problem? Yes? No? To what degree? _____

    _____

Some Crucial Issues Facing Student Leadership Groups Today

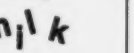
- ✔ How can we improve the group?
- ✔ How can we make meetings effective?
- ✔ How can issues become more important?
- ✔ Can we improve on organization—time and place guidelines?
- ✔ Will we stand up for what we believe?
- ✔ How do we get students involved? Faculty involved?
- ✔ How can we organize student exchanges?
- ✔ How can we organize clue programs?
- ✔ What other projects should we be doing?
- ✔ What is good structure and effectiveness for a student council?
- ✔ How do we change?
- ✔ How is a leadership personality developed?
- ✔ How can we improve the attitudes students have toward school? Toward themselves? Toward their country?
- ✔ How do we get students involved in the educational program of the school?
- ✔ How can we set up a faculty/student "round table" and keep it going?
- ✔ How do we train student representatives?
- ✔ To what extent is the student activities program based on student interests and needs? How can we do that better?
- ✔ What are some innovations and new student council ideas?
- ✔ How do we overcome apathy in the student body?
- ✔ How can we measure self-esteem? Enhance it?
- ✔ How can we face confrontation and conflict?
- ✔ How can we improve group communications?
- ✔ How can we improve student/administration relations?

Problem Solving and Decision Making

THE PROCESS:

1. Realize that a problem truly exists—and it is ours!
2. Identify what it is and IS NOT!
3. Define the problem—who, what, why, when, where (as a question).
4. Identify lots of solutions and explore them thoroughly.
5. Be creative. Evaluate lots of possible solutions—seeing things in a new way!
6. Choose a solution.
7. Do it!
8. Measure the degree of success in achieving goals.
9. Discover other outcomes as possible solutions happen.
10. Be aware of other problems that exist:

▼ Problem Solving - 20

	a	b	c	d	e	f
1	you just me	**belt hitting**	lo head heels ve	VIOLets	A B E DUMR	agb
2	**cry** m i l k		Symphon		arrest you're	timing tim ing
3	O TV	night fly	S T I N K	insult + injury	r o r a i l d	my own heart a person
4	at the • of on	dothepe	wear long	strich groound	lu cky	the market

5	worl	the x way	word YYY	search and	go off coc	no ways it ways
6	**oholene**	t o e a r t h	ooo circus	1 at 3:46	**late never**	get a word in
7	gone gone let be gone gone	a chance n	**O MD BA PhD**	wheather	world world world world	**lo ose**
8	lines reading lines	chicken	y fireworks	L D Bridge	**pack**	danc t e s c etno

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▼ Problem Solving - 21

Roger

sleeping job	s t one	jink jink jink	g n i t t e g da wn		escape
right = right	house prairie	goodbye	mik	c c garage r r	c o m i c
e L u l c l i	clou	ieieceiie	neegr geren ngree regen	t i o n a i n l f	pölkä
MIRROR	momanon	clams she	ma✔il	1. D 2. R 3. A 4. C 5. U 6. L 7. A	ca se case
TRN	ping willow	animation	sugar Please	hair__	LVOREEAT
bus	age a g e age	TUTLOIPES	m ce m ce m ce	eyebrows	ri poorch
	morning	socket	TORTILLA	12safety345	d s r k n l house

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Problem Solving and Decision Making Summary

☆ Problems must be solved—Decisions must be made.

☆ There are several ways to approach problems.

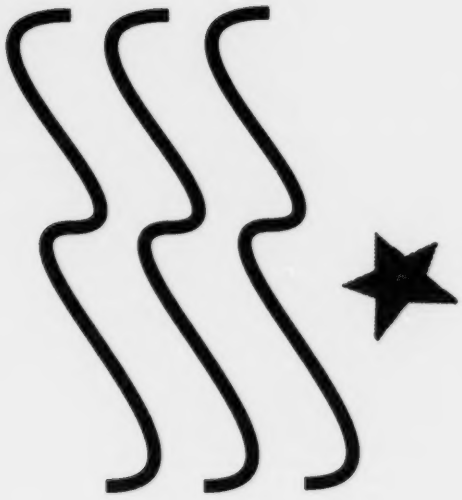
☆ Decisions are made at lots of levels. We should try to use the most effective way. The lowest level decision is best.

☆ Leaders should develop skills that help groups to decide.

☆ Issues and problems can be fun and challenging. We cannot give up, and we probably cannot solve everything forever!

Things I've learned:

Things I must remember:



TEAM BUILDING

How are effective teams created?

What is the mark of an effective team?

How can our group become a great team?

What does a leader need to know to support team building?

Are there stages we pass through that are normal?

Is it OK for a group to fight? What do I do as a leader?

Which team building skills do I need?

A Few Ideas on Team Building

1. People support that which they themselves create.
2. Actively involve people in well-planned activities and let every group member know that they are important to the group's success.
3. Respect the rights and opinions of all group members. Use everyone's ideas to create "a combined best effort"!
4. Believe that every member has the potential to become a leader!
5. Use smaller groups to involve everyone, to inspire commitment to group goals, and to create a comfortable environment in which everyone feels free to participate.
6. Never give up! Great ideas often develop from lots of discussion and careful listening!
7. Be honest! By sticking to the *issues* and separating people from their comments and behaviors, a group can communicate honestly, fairly, and clearly.
8. Reduce competition and increase cooperation by assuming the group is working with you, not for you. Label ideas/opinion as "different from" rather than "better or worse than."
9. Commitment and enthusiasm are contagious; together they are unbeatable!
10. Believe in people! Trust them! Value them! Bring out the best in them with high expectations, genuine trust, and unconditional acceptance of them as human beings.
11. Good leaders can be led! Encourage them to have open minds: Not "my own way" but the "best way"! People are not their ideas or actions; therefore, acceptance of one's ideas is not necessary for acceptance of the person. In other words, I can be a part of a group and be liked by the group even when they don't vote for my ideas.
12. Dull members, stupid ideas, lousy programs, etc., exist only if the group's leader allows them to exist! A leader's attitude and actions help determine the attitude and actions of the entire group. Treat your group members as you would like them to treat each other.
13.
14.
15.
16.

Some Basic Needs of People in Groups

Leader! If you want my loyalty, interest, and best efforts as a group member, you must know that . . .

1. I need a SENSE OF BELONGING
   a. A feeling that no one objects to my being here.
   b. A feeling that I am sincerely welcome . . . even needed, respected, appreciated.
   c. A feeling that I can honestly participate and be myself.

2. I need to have a share in planning the group goals. I need to feel that my ideas have had a fair hearing.

3. I need to feel that the goals are within reach and that they make sense to me.

4. I need to feel that what I'm doing contributes to human welfare—that its value extends beyond the group itself.

5. I need to share in making the rules of the group—the rules by which we shall live and work toward our goals together.

6. I need to know in clear detail just what is expected of me so that I can work confidently.

7. I need to have responsibilities that challenge, that are within range of my abilities, and that contribute toward reaching our goals.

8. I need to see that progress is being made toward the goals we have set.

9. I need to be kept informed.

10. I need to have confidence in our leader, confidence based upon assurance of consistent fair treatment, of recognition when it is due, and trust that loyalty will bring increased security.

In brief—the situation in which I find myself must make sense to me regardless of how much sense it makes to anyone else.

What Do We Know About People?

✔

✔

✔

✔

✔

✔

✔

✔

✔

And—personally, I know:

✔

✔

✔

Here Are Some of the Things We Know About People in Groups:

- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔

Let's Talk

What makes a great team?

Do teams change from beginning to end? How?

Which behaviors hurt a team? Which behaviors help?

How do you involve the uninvolved?

Effective Groups

Many student leaders begin a school year with great ideas but find that when they try to make these ideas happen, the thing fizzles.

Leaders depend on groups to create change and to do great things for schools.

To be able to work effectively with groups, you must have some idea about how groups work or you can hurt a group's progress. Leaders who know their group get the most from its strengths and can eliminate its weaknesses.

The members of an effective group:

1. Trust and respect one another.
2. Share common goals.
3. Are willing to look at different points of view.
4. Are willing to compromise when that's right.
5. Help the group set jobs that are clear and possible.
6. Set clear ways for handling group business.
7. Are enthusiastic about the group and its goals.
8. Evaluate all the time.
9. Are creative.
10. Are able to make decisions.

Understanding Group Process

When a group is working well together, it can accomplish more than the sum total of the individual members. This is "synergy." It spurs a group (leaders and followers) to greater heights and accomplishments.

As leaders, we sometimes find ourselves working with a group, trying to discuss important matters, and no matter what we do we can't get the group to work constructively together. It is helpful if we can keep calm, and think about what is happening before we react.

Here are suggestions to try if a group member seems to be keeping the group from being productive:

If a group member	**You might** . . . .
talks endlessly and doesn't allow others to participate.	thank her or him for the input and suggest getting the views of others in the group. Politely point out that others need an opportunity to participate.
must always present the negative side of an issue	ask for group reactions to the expressed views, or alternate solutions to the problem by another group member.
talks about all subjects, whether they apply or not	call attention to the issue at hand, or say that, because time is limited, you'll discuss other issues later. Recommend getting back to the subject.
gets lost as he/she is trying to make a point	in a friendly way, point out the distraction. Draw attention to the discussion objectives; remind everyone that time is limited.
distracts others with side conversations	call on the talkers by name and either ask an easy question or restate the last opinion expressed by the group and ask for their opinion. Try not to embarrass them! You might casually stand behind them or ask them to share their views with the group.

If a group member . . .	You might . . .
represents another group	ask who she/he is speaking for. Ask her/him to discuss the end results for your group, and compare those to your group's goals.
acts "superior" to the group	ask for other views on issues after pointing out the respect that the group holds for the person. Do not overdo this or the group will become resentful.
picks on specific members	ask that personalities be ignored.
states messages that are opinions	thank member for "one point of view." Ask the group for other sides of the issue that should be considered.
is bored or indifferent	try to draw her or him into the discussion by listing alternate solutions and ask for his or her opinion. Ask the person to lead a discussion.
is timid or insecure	draw out the person next to him or her, then ask his or her opinion of the view expressed.
makes comments that are obviously incorrect	handle this delicate situation by stating that you can see how she/he feels, or you realize that this is one way of looking at the issue. However, you and others see the issue another way. How can these diverse opinions be reconciled?

These are a few of the choices you have in encouraging group members to stop doing what is not in the best interests of the group. Through experience, you will find yourself adding to the list.

To use your group fully, you should provide members with a meaningful role and comfortable working place. Each member must feel valued, respected, and needed by the group so that successful group work can happen.

A group is a lot like an individual. It has life and moves from one stage to another.

Team Problems

Problem	What Do I Do?
People are mad	
No one is listening	
People are confused	
People don't know what to do	
People are angry	
People are frustrated	
People are yelling at each other, not listening	
Minds are set/Opinions are firm	
No one wants to work	
No one is interested	
Dominators control everything	
✔	
✔	
✔	
✔	

What's really going on in each case?

What should I do?

I'm leading a discussion group:

What do I do? What are my goals?

What are some ways to help? What are some rules for me?

In lots of groups, we need ice breakers.
Here's what they are:

A good list of beginning/middle/ending ideas:

Ice Breakers and Boundary Breaking Activities

Self-Awareness: Forming a self-concept means becoming aware of my uniqueness. We are aware of our physical characteristics, personality, skills, traits, and roles. Self-awareness means new awareness of self, getting in touch with feelings and emotions. Awareness of possibilities is needed for change.

Strengths: A strength is any skill, talent, or ability that helps the individual express self. Strengths are both hereditary and environmental. A person needs to be exposed to situations that enable development. Identified strengths can be enhanced.

Values Clarification: A person's self-concept comes from personal attitudes toward self and society. Values are factors in choosing goals. They give the personal definition for goal achievement, as reference points for feedback. It is essential that we identify, understand, and accept personal values.

Creative Life Management: These games focus on problem-solving skills and conflict handling. When a person achieves such goals, self is nurtured. We experience a sense of self-worth and confidence in our competencies.

Specific Examples

These activities are presented as activities for your group.You might use them in your own workshop, or as a meeting activity. Share ideas with your sponsor. For a group to be effective, members must know each other and feel comfortable.

Airplane

Write your name and address on a piece of paper. On the other side write four goals that you have for yourself. Fold into an airplane, and sail around the room. Take one and do not tell whose airplane you have. Mail to the person three months later.

Human Bingo

Human Bingo is an ice-breaking activity designed to help people get acquainted. Divide your group in half. Each member of the group asks every other member one question about something they like. Write it down on paper. Each member of the group is then asked to stand in turn and other members tell the questions asked and the reply.

This is a positive experience to know people through association of name and answer. It's fun! Each member shares and the group grows closer together.

Neck Massages - Back Rub

Have the group form a circle, joining hands (you must be standing). Drop hands and turn to your right. Then give the person in front of you a back massage. Then turn to your left and repeat.

Favorite Cards

Divide an index card into four sections. In section one draw a picture of your favorite TV show; in section two, your favorite state; in three, favorite book or magazine; in four, favorite food. Then tape your card on your shirt and walk around trying to guess what other people drew. Let the others guess at yours, but do not tell them if their guesses are right or wrong; just listen. After everyone has walked around the room looking at each others' cards, go around the circle and tell what your favorites are.

Group Recall

Participants are asked to consider whom they would choose to be if they had to be another person. After they have chosen someone, the participants are asked to reflect on why they selected this person. When all are ready to share, the facilitator explains the process. A volunteer goes first, sharing the person she would like to be and why; the next person sitting to the left first recalls what the volunteer shared and then shares her selection, etc., going around the circle.

Electric Fence

Set up a fence of rope or twine. Instruct the group that they have just escaped from prison and must get over the "electric fence" without getting shocked. It is the responsibility of the group to get all members over the obstacle. They may not go under. (This exercise builds trust among group members. An excellent example of "need and trust" that all people need to exist as a group.)

Roles Give Away

On four separate sheets of paper have each person write down four roles that they play (e.g., student, son, sister, etc.). After they have done this, have them arrange the sheets in order of least important to most important. The leader then describes why this role can be given. Continue around the circle until all have given away their roles.

Trust Walk

Divide the group in half. One half is to be blindfolded. The other half becomes the leaders. One leader then leads one of the blindfolded people in a walk around the area. After a few minutes, reverse the roles. Process afterward by asking questions such as:

How did you feel as the leader?
How did you feel being blindfolded?
Did you trust your partner to take care of you?
Did you feel responsible to take care of your partner?

The Public Interview

Sit in a circle and ask a volunteer any questions that interest you. Each of the group members may participate. Anyone asking a question must be willing to answer the question. The volunteer always has the option to pass on any question.

The Monster

The group must join themselves together to form a single monster that walks with both hands and feet on the ground. The monster must have one more foot than the number in the group, and one less arm. Once the monster is created it must move five feet and make a sound.

Stucco Machine

The group must create a machine with moving parts. All members must participate. The machine must say something about the role of student council.

The Perfect Student Council

Everyone carries items on their person that have meaning. Using only those items, your group constructs an object that represents the perfect student council. Every item has significance. Your group prepares a presentation to describe your perfect student council.

Do You Like Your Neighbor?

The group sits in a circle. One person stands in the middle and then approaches one of the group and asks, "Do you like your neighbors?" The person responds with: "Yes, I like (give the person's name to the right), but I also like people (give a characteristic like people who wear tennis shoes). All people fitting that description must then get up and move to a new seat across the room. The person left without a seat continues the game with the same question.

Sears Roebuck Catalog Game

INTRODUCTION: The entire group sits in a circle where everyone can see everyone else. Ask the group to think of an item they would purchase from a catalog, that begins with the same letter as the first initial of their name, and has a quality of their personality. Allow a few minutes. When everyone has an idea, explain the procedure.

Explain that this is not a test of money or of IQ and emphasis should be placed on helping each person to remember.

The first person states his/her first name and the name of the item. The second repeats that and adds the personal one. This continues until the last person states everyone's name and item including their own. Go through a few examples until you are sure everyone understands what they are to do. Pick the starting point and begin.

Debriefing discussion:

- ✔ How did you feel when it was your turn?
- ✔ How did you feel when your turn had passed?
- ✔ How did eye contact help or hinder in remembering a person's name?
- ✔ Did people offer help freely?
- ✔ What were the most difficult names to remember? (The one just before you or just after you?)
- ✔ How did you feel when someone couldn't remember your name?
- ✔ How did you feel when you needed help from the group?
- ✔ Did you feel pressure to remember even though you were told this was not a memory test? Why?
- ✔ Is there someone in the group you would like to get to know better?

And here are a few more questions:

- ✔
- ✔
- ✔
- ✔

Human Scavenger Hunt

DIRECTIONS: Find a person who fits the descriptions below and have them write their name next to the statement. Do not use the same person more than once.

YOU NEED SOMEONE WHO:

1. Lives at least 100 miles from you.
2. Has freckles.
3. Wears glasses.
4. Is a football player.
5. Is a girl named Mary.
6. Is a basketball player.
7. Is wearing red socks.
8. Has red hair.
9. Is wearing four rings on their fingers.
10. Plays the guitar.
11. Is a jogger.
12. Was not born in this state.
13. Was born outside the United States
14. Wears contact lenses.
15. Has pierced ears.
16. Has an Irish last name.
17. Is planning to attend college.
18. Is wearing tennis shoes.
19. Is wearing a Timex watch.
20. Is chewing gum.
21. Has three sisters.
22. Has met a famous person - who?
23. Has been in Europe.
24. Has at least $2 in their pocket.
25. Plays in a band.
26. Is going steady.
27. Is on a diet.
28. Has painted fingernails.
29. Has hair parted in the middle.
30. Has a birthday in April.

Now you should know 30 new friends.

Boundary Breaking Questions

Low threat:

Short answer:

Long answer:

Medium Threat:

Short answer:

Long answer:

High Threat:

Short answer:

Longer answer:

Processing Boundary Breaking:

The Questions:

Leadership Secrets

There are some important "secrets" of leadership. The best ones are the ones you write.

- ✔ People support what they themselves create.
- ✔ People in groups act in the same ways that individuals act.
- ✔ People are basically good and capable of lots more than anyone expects of them.
- ✔ Every person needs to be needed, respected, loved, and appreciated. We need to feel and be important. We need variety. We need to be happy and successful.
- ✔ Enthusiasm and smiles are contagious.
- ✔ Leadership and friendship are earned. Both are journeys.
- ✔ Every person needs to feel good about him or herself.
- ✔ Daily we need excitement, sharing, and trust in an atmosphere of love.
- ✔ Groups can sometimes accomplish more than individuals can achieve by themselves (and the reverse).
- ✔ We can give without loving, but we can't love without giving.
- ✔ I may have walked with greatness, and didn't even know it.
- ✔ Truly great people know that the greatness is not in them, but through them. They see something divine in every other person, and they are endlessly, foolishly, incredibly merciful.
- ✔ We become what we think about.
- ✔ The harder I work, the luckier I get!
- ✔ Leadership influence moves around inside groups, from one person to another. Everyone can serve as a leader.
- ✔ Group process might be more valuable than the product!
- ✔ There is a climate within groups. Leaders know how to help "warm up" the climate. Leaders are thermostats, not thermometers!
- ✔ When I am aware that I could be wrong, I listen better.
- ✔ There are many skills needed for helping people. Leaders must know how to use these skills.
- ✔ Great leaders are not born; they are developed.
- ✔ Leaders lead by asking, delegating, guiding, encouraging, and risking.
- ✔ Effective groups happen with planning, sharing, and positive action.
- ✔ When people fight with each other, peace is possible if you find something to work on that is bigger than all of us.
- ✔ Success is the progressive realization of a personal, worthwhile goal.
- ✔ Whatever I vividly imagine, ardently desire, and enthusiastically act upon will eventually happen.
- ✔ Love is doing everything possible for another person so that he or she has a chance to become the best person possible.
- ✔ I must accept people for what they are and what they are becoming, and they will accept me. But I must reach out!
- ✔
- ✔

Whenever I Am With a Group - I Will:

- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔
- ✔

Team Building Summary:

☆ Groups exist. They need to become TEAMS. We know a lot about people in groups. We need to know *more* and how to work with them.

☆ Groups go through phases; conflict is normal. (So is growth as a team!)

☆ Teams can develop problems while getting things done. A leader must develop strategies for getting the team through its problems.

☆ I need to know ways to get people together, and then use their ideas to help them achieve.

☆ Large groups need ice breakers and mixers—with quality leadership.

☆ Each group member is important. Group experiences must be processed. Leaders must do this with each experience.

Things I've learned:

Things I must remember:

ACTIVITIES

Okay, now what do we do to reach those goals?

What are projects? Activities? Programs?

How do you conduct quality activities?

How do we balance kinds of projects?

Where do we get new ideas that work?

O.K..—But what do we do?

What's the best that can happen?

How do we get it all together?

Where do we go for help?

What new ideas will make us look good?

What you do when you don't have to determines who you are when you can't help it!

What you do tells people who you are!

The goal is a wide range of significant activities throughout the year.

Here Are Some Questions That Need Answers

What kinds of projects and activities are there to do?

How do we choose which ones to do?

Are there any guidelines? Standards for a project?

How do we involve uninvolved people?

What are some new ideas for projects?

How do we schedule them to cover the entire year?

A Student Group Should Know What It Is, What It Does . . . And When!

We must each know our jobs, and I must know that my job is not the same as other people's jobs. The things we choose to do should be projects that help us to reach our goals.

A Goals List Is First
A Projects List Is Second
A Calendar Is Third
Then We Do It!

Let's look at the REALMS of Student Groups:

R — Recreation

- Assemblies
- Parties
- Athletics
- Intramurals
- Field days
- Fun days
- Activity tickets

E — Education

- Lectures
- Inter-school visits
- Health and safety
- Elections
- Tutors
- Mini Days
- Energy
- Cultural exchanges
- Academic field day

A — Attitude

- Awards
- Orientation
- Spirit and pride
- Ecology
- Special events
- Holidays
- Teacher Appreciation Days
- Responsibilities
- Rights

L — Leadership

- Citizenship Day
- Workshops for officers
- Calendar building
- Newspaper publicity
- Board representatives
- Club days
- Area councils
- Accreditation

M — Money

- Carnivals
- Drives and campaigns
- Budgets
- Gifts and prizes
- **Products:**
  - Flowers
  - Suckers
  - Candy
  - Magazines
  - Fruit
  - Pennants
- **Services:**
  - Car wash
  - Genies
  - Pet Shows
  - Hush Day
  - Book covers
  - Pageants

S — Services

- Charities
- Walk-a-thons
- Think-a-thons
- Bike-a-thons
- Escort the elderly
- Teacher aides
- Drug information
- Handbooks
- Murals
- Fairs
- Paint curbs
- Safety clinics
- Plant trees
- Dinners

Activities Reflect The Spirit of the School

The student government creates opportunities for each and every student to find meaning in the school experience. This involvement means activities like:

Social Events:	Dances, parties, skating and swimming events, mixers, inter-school events.
Athletics:	Varsity, JV games and intramurals, booster clubs, cheerleading, sportsmanship, excitement!
Citizenship:	Honor study groups, conduct code, solving problems of vandalism, absenteeism, parking, lunchroom, etc.
Assemblies:	Outside speakers, entertainers, student surveys on interests, assignment of dates, hiring of performers.
Communications:	School paper, publicity for school events, student speeches, phone hot-line, press releases.
Faculty Relations:	Student assistants, welcoming new teachers, cooperatively sponsored projects.
Services:	Tutoring, guidance, drives, jobs, car pools, washes, student lounge.
World Relations:	Student exchanges, language clubs, foreign study groups, friendship packages, adopt-an-orphan projects.
Community Services:	Clean-up and beautification, charity drives, recreation for tots and elderly.
And Much More:	Leadership conferences, awards, honors, happenings, publications, cultural days, spirit and pride weeks.

All Designed To Reach Student Goals.

Some Suggested New Directions for Student Projects

1. Aid in tutoring programs.
2. Provide information for home management and homemaking.
3. Aid in establishing rapport with agencies to provide needed services.
4. Serve as a resource for financial assistance.
5. Clean up area to be used for recreation.
6. Clean up neighborhood areas.
7. Clean up empty lots to establish mini-parks in slum areas.
8. Help with nursery and day care centers.
9. Serve as resource people for community groups or organizations.
10. Encourage inter-group relations.
11. Tutor migrant children.
12. Aid in recreation programs.
13. Help to find meaningful employment and to encourage acquisition of lasting skills.
14. Act as group-work aides.
15. Help establish effective community/school communications.
16. Assist in establishing effective dialog between poverty areas and surrounding communities.
17. Organize special holiday programs for children and old people.
18. Develop escort service for the elderly and the sick.
19. Work as part-time teacher's aides in preschool programs.
20. Develop shopping service for the home bound.
21. Work on the development of community legal information programs.
22. Set up drug information centers in your school.
23. Organize community forum and have public officials and educators discuss neighborhood, local, state, and national issues.
24. Work with juvenile and traffic court; set up teen traffic court board with city or community.
25. Establish a student school board with students from area schools.

MY IDEAS FOR SOME NEW AND UNUSUAL PROJECTS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

AUGUST

Teacher Breakfast/ Coffee/Banana Split
New Student Orientation
Meet with Principal
Executive meetings
Retreat/Camp
Carnival
Campus clean-up
New student luncheon
Faculty orientation dinner
Hall decorating
Jamboree
Club Day
Take principal to lunch
Big/Little Sister Picnic
Ice Cream Social
Assembly
Beach Party
Mountain Party
Teacher/Institute Week
Student I.D.
Orientation
Student Directory
Parent orientation
Non-Fire Week
Soap scrimmage
Watermelon Bust
Back-to-School Dance
Leadership Workshop for student government members
Before-School Picnic
New Student Welcome
School clean-up
New teacher welcome (tea)
Officers Lock-in Workshop
Attend Regional Council Workshop
Sponsor Student Tutor Program
Vacation—Enjoy it!
Bon Voyage, old officers
Back-to-School Swim Party
Paint School Mural
Decorate lockers
Leadership Camp
August birthdays
Retreat
Genie Day (Auction)
Club Fair
Help teachers set up classrooms
New book sale
Try-outs
Bar-B-Que
New student invitation

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐

SI

M & M sales
Pep Assemblies
Student welcome
Welcome Back Party
Buttons
T-Shirts
Orientation
Ice Cream Mixer
Gym clothes sale
Beach Party
Brown Bag Lunch
Big Buddy Lunch/Week
Teddy Bear Guess
Egg Begg (sale)
Spirit Week
Fiesta
Welcome for new students
Teacher Appreciation Breakfa
Bubble-Gum Scrimmage
Retreat/Council Workshop
Bake Sale
Mash Bash
Welcome Back Assembly
Elections
Doughnut Day
Elect Representatives
Paper Drive
Secret Pals
Leadership Retreat
Fall Workshop
Principal Assembly

EPTEMBER

Newcomers Party
Teacher Secret Pals
Student Council Lock-In
M.D.A. Telethon involvement
Teachers' Tea
September birthdays
Apples to teachers on first day
Big Brother/Little Brother
Big Sister/Little Sister
Battle of the Bands
Fall Festival
Survival Kits
Information Booths
Beach Day
Inner tube water polo
Sports
Apple sale
st Club Sign-Up Day
Faculty Orientation
Kiss-a-Pig Contest
Dress-Up Day
Tug-o-War—Faculty vs. Students
Skit Night
Mystery Trash
Back-to-School Day
Sell Spirit
Ribbons and Buttons
Summer reflections
Light bulbs
Council Reps Workshop

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Pumpkin Contest
Hay Ride
Halloween Dance
Harvest Dance
Haunted House
Great Pumpkin Contest
Pep Assembly
Spirit Days/Week
Spaghetti Feed
Luau
Pumpkin Sculpture
Hungry Hag (Teacher Pig-Ou
Pie-in-the-Face
Genie Day
Hall decorating
Backward Day
Color Day
Homecoming Assembly
Luncheon
New Games
Challenge of the Classes
Big Sister/Little Sister
Movies
Building decorations
Columbus Day
Gym wear sale
Field Day
Safety instructions
Kiss-a-Pig

OCTOBER

Workshops
Student Council Lock-In
Elections
Halloween Assembly
Balloons
Reverse Halloween
Pumpkin-grams
Flower sale
Pizza sale
UNICEF Drive
Oktoberfest
ıt) Halloween Carnival
Masquerade Party
Trick-or-Treat at nursing home
October birthdays
Club Fair
Talk about Halloween safety
Spook-o-grams
Dress-up —Hall decorations
Pumpkin Carols
Halloween Parade
Spook Movie
Halloween sack for teacher
Paint-the-Floor Day (Halloween colors, washable paint)
NASC Conference
Candy collection for children's hospital
Super Eagle

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

NOVEMBER

Magazine sales
Veteran's Day Assembly
Gym wear sale
Baskin-Robbins Race
Harvest Hop
Turkey-to-the-poor
Turkey Raffle
Basketball
Door decorating
Spirit Days
Spirit Chains
Play ads
Smile-a-gram
Turkey Strut
Thanksgiving Assembly
Trust Games
Ice Cream Social
Student Appreciation Day
Holiday Ham
MD Tootsie-Roll Drive
Parade
Tutoring
Canned food drive
Teacher Appreciation
November birthdays
Nursing home visit on Thanksgiving
Orphanage turkey dinner
Turkey lunch
Decorate school
School Olympics
Carnival
Kiss-a-Turkey Day
Spirit Spear
Elections—Political forums
Within-school vote
Turkey-for-a-Day Contest
Stuff-Your-Face Contest
Greased Pig Chase
School play
Class Skate
Class competition
Carnation sales
Scavenger Hunt

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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DECEMBER

Adopt-an-Orphan
Candy Cane Lane
Christmas cards
Salvation Army
School decoration
Take-Picture-with-Santa
Caroling
Holiday Assembly
Babysitting
Toy Drive
Secret Pals
Mini-Olympics (new game)
Spirit Chains
Candy Canes
Kris Kringle
December-grams
Founder's Day
Holiday Parade
New Year's Assembly
Party at orphans' home
Sub-for-Santa
Winter Formal
Breakfast with Santa
Caroling at old folks' home
Singing Christmas cards
Decorating trees and halls
Holiday ham contest
Elf Express
Trees for community
Tree Lighting Party
Faculty Party
Christmas kisses
Holiday-gram
Toys for Tots
Canned food drive
Red/Green day
Family dinner
Tree to school
Adopt-a-Family
Music in the halls
Holidays-around-the-world
Santa Claus presents
Teachers' Ho-Ho-ing contest
Faculty's children party
Student/Teacher gift exchange
Candlelight luncheon
Santa-Look-Alike
Clothes drive
Choirs singing during lunch
Trees for senior citizens
Ornament sale
Door Decorating Contest
Blues Week
Honor Roll
December birthdays
Class Tree Decorating Contest
Dinner for teachers
Candy sale
Appreciation Week

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

JANUARY

Color Day
Clothing drive
Teacher Appreciation Day
Secret pals
Snow Contest
Snowman Building Contest
Class bake sale
Dead Week
Mother-Son Night Out
Presidential election
Students vs. faculty pillow fight
Raffle
Movies
Sale-o-Rama
Donkey Basketball
Drug Assembly
Decoration Contest
Elections
Workshops

BIONIC Week (Believe It Or Not I Care)
Teacher Awareness Day
Mr. School (Muscles) Competition
Mr. Irresistible (to talk to) Contest
Community Clean-Up Day
Snow Sculpture Contest
Frisbee Contest
Candy bar sales
Talent Show
Christmas tree collection
Spirit Week
Campus Clean-Up
January birthdays
All-Summer Day
Community service project work
Role changing
Follies

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

FEBRUARY

Singing Valentines
Love coupons
Retreat
Bow Day
Groundhog Day
Spirit Week
Boys' Beauty Contest
Teacher Appreciation Day
Winter Rally
Las Vegas Night
Lincoln Days (fund raiser)
Musical
Thank-u-grams for teachers
Candy-grams
Hearts and Flowers Presentation (awards)
Abe and George's Birthday Celebration
Bad Joke Contest
Pancake Breakfast
Teachers' Baby Pictures Contest
Dress-Up Week
February birthdays
Slave Day/Genie Day
Silk flowers sale
Mr. Valentino
Valentine Queen and King
Carnations sale
Cookie-gram
Boys Cheerleading
"Hush" Day
Free library funds month
School favorites
Pep Rally
Valentine card sale
Send a Silk Rose
Val-o-grams sale
Carnation-grams
Sell Roses or Carnations with Messages
Mr. Irresistible/Ms. Irresistible
Talent Show
Hairy Legs Contest
Student Singing Telegrams
Rodeo Day and Dress-Up
Sweetheart Kisses
Candy Kisses

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MARCH

Teacher Appreciation
Old folks' home visit
All-Green Day
Lost & Found Fashion Show
Talent Show
Donkey basketball
Bulletin boards
Green-Fuzzies
Kite Contest
Hidden clover
Message cupcakes
Student Wall of Fame
Pat-o-grams
Kite Flying Contest
St. Pat's Dance
Mardi Gras
Volleyball tournament
Boys' Day/Girls' Day
Band Concert
Career Day
Clothes drive (Goodwill)
Faculty Variety Show
Read-a-Thon
Frisbee Throwing Contest
Scholarship drive
St. Patrick's Activities
M & M's Contest
Green carnations sale
Basketball Spirit Week
Spirit Week
March of Dimes fundraiser
Ice Cream Social
Patty-Grins
Touch of Class/Drill Team
Song Contest
Scavenger Hunt
Appreciation Week: teachers, librarians, cooks, custodians, secretaries, clerks
Message with Green Carnation
Mardi Gras Parade/Dress Up (crazy)
School play
Spring Break
Student/Faculty basketball game
Movie Night
Volleyball Marathon
Sadie Hawkins Party
Film Festival
Bike inspection program
St. Pat's Green Doughnut Day
Spirit Week—Toga Day
Field Day planning
March birthdays

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

APRIL

Spirit Week
April Fool's Day (backward day)
Teacher Appreciation event
Sports Assembly
Spring Workshop
Senior Citizens' Dance
Leadership Day
_____-a-thons
Spring Play
Raffle
Spring Sports Spectacular
Band Concert
Pizza sale
April Fool's Dance
Tug-o-war between classes
Spring Fling Carnival
Faculty Breakfast
Student Council Week
Spring Banquet
Adopt-a-Grandparent
Battle of the Bands
Recognition Day
Luau
April birthdays
Easter Egg contest/hunt
Spring Assembly
Movie night
Food drive
Role reversal
Student exchange
Student-of-the-Month
Bunny-grams
Flower sales
Almost Anything Goes
Easter Banquet
Volleyball Marathon
Hold-a-Straight-Face Contest/Hush Day
Mission Possible Week
Concession Stand
Send-a-Mouse-to-College
Class Night
Nursing home visits
April Fool's Activities Dance
Variety Talent Show
Open House
Carnation Day
Help Special Olympics
Class Favorites Day
Spring Jam
Photos

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MAY

Honors Assembly
Elections
Pre-registration
Spring Fest
Memories Assembly
Class Assemblies
Campus Clean-Up
Sports Banquet
Good-Bye-Grams
Pressure Assembly
May Day
End-of-School Concert
End of Spirit Contest
Mother/Daughter Luncheon
Service Club Visits
Donkey basketball
Breakfast/Movie
Students Faculty Softball Game
New officer installation
Field Day
Presidents of Clubs Party
Almost Anything Goes
Old folk's home year's end visit
Special Olympics pep rally

Luau
Ethnic Luncheon
Dead Week
Flower sale
After-school sales
Club Banquet/Brunch
Mock Rodeo
Elections
Carnival
Elementary school workshop
Fine Arts Banquet
Puppet show-luncheon
Yearbook signing party
Used book sale
Paper drive
Beach Day
School Fair
Picnic
Genie Day (slave day)
Follies
Crazy Legs Contest
May birthdays
Honors Day
Teacher Appreciation breakfast

Monthly Calendar Worksheet

Month: _____ Major Personal Goal: _____

Planner: _____ Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Let's Plan a Project

What goals have we set?	What projects will best achieve these goals?	Positive/ Negative Qualities
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now, consider the positive/negative dimensions of each project listed. Eliminate projects that do not achieve objectives or are otherwise impractical.

LET'S BUILD A CALENDAR FOR THE YEAR:
(with a goal for each month)

	List Estimated Completion Dates
AUGUST: Goal: _____	_____
Projects: _____	_____
SEPTEMBER: Goal: _____	_____
Projects _____	_____
OCTOBER: Goal: _____	_____
Projects: _____	_____
NOVEMBER: Goal: _____	_____
Projects: _____	_____
DECEMBER: Goal: _____	_____
Projects: _____	_____
JANUARY: Goal: _____	_____
Projects: _____	_____
FEBRUARY: Goal: _____	_____
Projects: _____	_____
MARCH: Goal: _____	_____
Projects: _____	_____
APRIL: Goal: _____	_____
Projects: _____	_____
MAY: Goal: _____	_____
Projects: _____	_____
JUNE: Goal: _____	_____
Projects: _____	_____

Yearly Planning Form

Date: _____

Now—Here is an overview of this year—PROJECTS selected to achieve our GOALS.

SEPTEMBER		OCTOBER	
Goals:	Projects:	Goals:	Projects:
NOVEMBER		DECEMBER	
Goals:	Projects:	Goals:	Projects:
JANUARY		FEBRUARY	
Goals:	Projects:	Goals:	Projects:
MARCH		APRIL	
Goals:	Projects:	Goals:	Projects:
MAY		JUNE	
Goals:	Projects:	Goals:	Projects:

Planner: _____

Activity Planning Sheet

Today's Date: _____

Type of Activity: _____ Sponsor: _____

Name or theme of event: _____

Name of person in charge: _____ Home phone: _____

Date of event: _____ Time: _____

Location of event: _____

Who is the event for: _____

Budgeted amount for publicity: _____ Methods of publicity: _____

_____

Frequency of event: _____daily _____weekly _____biweekly _____monthly
_____quarterly _____semiannually _____annually.

Will tickets be needed? _____ When? _____

Ticket price: _____ Ticket outlet location: _____

When? _____ Ticket sale deadline: _____

Seating arrangements: _____

Parking arrangements: _____

Dress: _____ Refreshments: _____

When should publicity begin: _____

Kinds of publicity: _____

Newspaper _____ Radio _____ TV _____ Hour Magazine _____

Flyers _____ Banners _____ Billboards _____

Special Other Ways: _____

Printed programs: Yes _____ No _____ When? _____ Who is doing this? _____

Information for the program: _____

_____

_____

Special theme logo colors that should be used with publicity: _____

_____

Information about performing group, special guests, or speakers: _____

_____

News Pegs: _____

_____

Additional information, ideas, or suggestions: _____

_____

Report Submitted By: _____

To: _____

Planning Schedule

ACTIVITY DATE OF ACTIVITY

Committee Responsible:

Tasks To Do:	Person Responsible:	Date To Be Completed:	Completed (✔)	Comments:

Activity Report Form

Name of School_____Organization_____

Committee Chairperson: _____Today's Date _____

Committee Members:_____ _____

_____ _____

_____ _____

_____ _____

Event: _____Date:_____

Time: _____Place_____

A brief explanation of the activity: _____

_____

_____

Equipment needed for the activity:_____

_____

_____

Amount of money budgeted for the activity: _____

List the cost of each item purchased for the activity and when it was purchased.

(SAVE RECEIPTS!!) _____

_____

_____

What type of publicity was used for this activity? _____

_____

Personnel needed to handle the activity and their responsibilities:_____

_____

Did you charge for the activity? ____If yes, indicate the cost for each student _____

Acceptance of activity by those in attendance. How many actually attended? _____

Recommendations for the future: _____

_____

_____

Job To Do: _____ Today's date: _____

Assigner: _____ Event date: _____

Job Chart

(Who? What? When? How?)

Check When Complete	Task	Assigned to	Target date	Expected (goals) Outcome

EVALUATION: Here is how we will know we reached our goal. (The degree of success)

What About Money?

Student groups are responsible for budgeting, collecting, and handling hundreds of dollars each year. This is our own money.

Careful bookkeeping is the key to financial responsibility and making sure that funds will be spent to benefit the most students.

Where Does the Money Come From?

(Typical sources:)

1. Appropriations from the school budget
2. Student I.D. cards or activities cards that entitle the holder to reduced admissions, prices, rates.
3. Athletic events, dramatic events, talent shows.
4. Sales of student products, food, candy, services, magazines, and newspapers.
5. A share of club and organization dues.

Where Does the Money Go?

(Typical expenses:)

1. Support of student activities.
2. Gifts to causes approved by students and administration.
3. Expenses of various committees.
4. Dues to state and national student organizations.
5. Awards, recognition, and prizes.

Who Takes Care of the Money?

The finance committee and the treasurer are responsible for accurate, complete accounts and plans. Expenditures must be approved in advance. All bills are cleared through the treasurer. Financial records are audited (professionally checked) monthly and at the end of every school year.

The Adviser Helps the Treasurer:

Checks must be signed by both the student treasurer and the adviser.
A busy, active program needs student support in enthusiasm, effort, money, suggestions, and imagination. Most important, of course, is the students' time, ideas, involvement, and encouragement.

Involving the Uninvolved

Many students in your school may not participate in projects because:

1. They are afraid they will be the only one who participates.
2. They are afraid they may be ridiculed by their friends, the project will fail, or both.
3. They do not feel qualified because the project requires special skills or talents.
4. They do not feel their participation is important or that they count in the overall success of the project.
5. They are not comfortable taking risks.
6. The cost involved in the project prevents them from participating.

You can address these issues and increase student participation by:

1. Discussing the project in public so students know group members and will participate.
2. Conducting projects that always preserve the participants' self-esteem. Never plan a project that will embarrass, ridicule, or single out an individual or group. (Playing a joke on the student body president may not bother him/her, but it tells other students that they may be next and that the group plans projects that entertain at someone else's expense.)
3. Planning projects that require no skills as often as you design others that feature specific talents, etc. Chess tournaments are wonderful for chess enthusiasts, so plan them, but include balloon popping, shoe tying, also.
4. Advertising the project by asking students to participate. This one-on-one approach gives individuals a sense of importance and improves participation.
5. Organizing projects that involve very little risk for the participants, or projects that provide a choice as to how much risk will be taken. Low-risk activities require little or no skill or talent, no touching, and a sense of security through group involvement instead of one person participating on his/her own.
6. Sponsoring free or low-cost activities so that financial considerations don't keep students from participating. Give away free tickets to dances, concerts, etc. or give coupons good for free spirit items the council sells.

Activities Summary

☆ Groups do things together! We call these projects or activities.

☆ We need to choose the ones that reach our mutually chosen goals.

☆ We need to organize and do activities well. New ideas are welcome.

☆ We need to plan a variety of projects to appeal to a variety of students and student leader. A few "great" projects is ideal.

☆ We need to plan for an entire year to keep people active and involved.

☆ Funding of projects is essential. I need to know that I know how.

Things I've learned:

Things I must remember:

EVALUATION

How do we measure whether we have reached our goals? (To what degree?)

What are the written/spoken ways to measure success?

With what, who, when, do we measure success?

What do we do with results of evaluation?

Who can help with this?

Measuring Achievement

When we measure the degree of reaching the mountaintop, then we know success!

Goals must be clearly set.

- ✔ We measure both success and failure.
- ✔ We measure before, during, and after.
- ✔ We measure people, money, time . . . the whole thing.
- ✔ We also make suggestions for next time, to help future leaders be successful.

We Measure Ourselves, Each Project, Each Unit of Time.

Measurement	We use:
How good a leader am I?	Checklists
What am I really trying to do?	Inventories
How successful have I been?	Interviews
Where are we going?	Progress reports
Who gets the records?	Meetings
How do others measure me?	Suggestion box ideas
	Written goals

▼ Evaluation - 3

Evaluation Questions To Consider

1. Did we accomplish our goals? To what degree?
2. Did we involve everyone? Miss anyone?
3. What must be a continuing effort?
4. What problems must be faced or handled?

HOW TO DO THIS PROJECT: (A checklist)

Preview	1. Review last year's project records and files. Question others who use this project.
Objectives	2. Develop written, measurable objectives. 3. Write a detailed description of the entire project, the people involved, the timelines, everything possible.
Schedule	4. Seek permission: principal, parents, faculty, board, involved groups, staff, etc. 5. Develop a timeline, schedule the facilities, people, materials, events, and strategies.
Tasks/Time	6. Get contracts signed and agreements secured. 7. Determine timeframe, place, date, and hours. 8. Designate who is involved, what their responsibilities are, and their deadlines.
Money	9. Develop budget, funding, and ways of being financially and educationally responsible.
Assignments	10. Organize committees: Write out the job assignments, the division of work, the reports needed and deadlines, the membership and leadership expectations.
Structure	11. Publicity campaign: Get printing ordered, set up a priority list. Plan for "news pegs," highlight unique aspects. Contact poster people. P.A. media. Get newspaper, radio, and TV coverage set, and committed!
Talk/Do It	12. DO IT! Get the project accomplished!
Evaluation	13. Send thank-you notes; express appreciation sincerely. 14. Evaluate the entire project by measuring the degree achieved in reaching the objective listed in Item 2 above.
Recommend	15. File all reports, recommendations, etc. for use next year.

The 11 Ws of Project Planning

1. What are we planning to do?
2. Why do we want to do this project?
3. When and where will the activities or events take place?
4. Who will benefit from the project? (approximate percentage of the student body)
5. Who needs to approve the project: Principal? Vice Principal? Activity Coordinator? Adviser?
6. When will the basic planning be done? Supply a timeline!
7. What funds are needed? When will the money be needed? Who will arrange for getting the money?
8. What kind of publicity is needed? When is it needed?
9. What committees are necessary? List committee, task, chairpeople, and deadlines.
10. Who deserves a special thank-you note? Who will write them and when will it be done?
11. Was the project worthwhile? What changes are needed?

AND . . . every happening comes from goal setting.

THE STEPS:

1. Start with goals.
2. Choose projects and activities for reaching those goals.
3. Set a master plan for organizing people, materials, time, and place and for making projects work.
4. Communicate with the public in every possible, effective way.
5. Work with people, the dynamics of the group, and the "Great Vision To Achieve."
6. Solve the problems.
7. Do the work, create the atmosphere, get the involvement.
8. Measure to what degree the goals have been reached.

Success isn't easy, but it is possible!

---

*By Phil Gugliuzza. Originally printed in NASSP's *National Leadership Camp Leadership Curriculum Guide*, 1985.

▼ Evaluation - 5

When you are setting a goal, build in the evaluation by deciding:

Who will participate in the evaluation.
What type of measurement you will use.

Checklists	Amount of money made
Discussions	Student requests
Meeting	Interviews
Vote of group	Other
Opinion poll	

After the event is completed, compile records for making the following year's planning easier, including:

a. Executive evaluation of the overall event and its planning, to include:
   1. Assigned duties
   2. Problems encountered
   3. Successful parts of planning
   4. A list of committee members
b. Chairpersons' evaluation of their individual committees, to include:
   1. Assigned duties
   2. Problems encountered
   3. Successful parts of planning
   4. A list of committee members
c. Any media clippings.
d. Samples of anything produced for the event (e.g., handbills, posters, tickets).

Or, by having evaluation as a part of the goal.

Individual Leader Evaluation Form

Evaluate yourself as a leader. Fill out this inventory.

1. Self-Understanding

0 1 2 3 4 5 6 7 8 9

I don't know myself at all. — I know myself completely.

2. Self-Esteem: Do I feel like a worthwhile person?

0 1 2 3 4 5 6 7 8 9

I don't think of myself as a worthwhile person. — I value myself highly.

3. Self-Confidence—How sure of myself am I?

0 1 2 3 4 5 6 7 8 9

Not at all sure of myself. — Generally very sure of myself.

4. Giving Love—How warm a person am I?

0 1 2 3 4 5 6 7 8 9

I'm very reserved. — I'm exceptionally warm and affectionate.

5. Accepting Love—How do I react when someone extends warmth to me?

0 1 2 3 4 5 6 7 8 9

I get uneasy. — I value affection highly.

6. Openness—How honest am I with others about my own feelings and thoughts?

0 1 2 3 4 5 6 7 8 9

I reveal very little. — I reveal everything about myself.

▼ Evaluation - 7

7. Tendency To Trust Others—How much do I believe in other people?

0 1 2 3 4 5 6 7 8 9

Not at all. Completely.

8. Peace of Mind.

0 1 2 3 4 5 6 7 8 9

I'm restless and dissatisfied. I'm at peace with myself and the world.

9. Level of Aspiration—How much do I want to achieve?

0 1 2 3 4 5 6 7 8 9

Not a lot. A tremendous amount.

10. Physical Energy.

0 1 2 3 4 5 6 7 8 9

I tire easily. I always have pep and energy.

11. Versatility—How flexible am I?

0 1 2 3 4 5 6 7 8 9

I can only do a few things well. I can do many things well.

12. Inventiveness—How many new ideas do I get and support?

0 1 2 3 4 5 6 7 8 9

I like to keep things as they are. I want to change things.

13. Expressing Anger—What do I do when I get mad?

0 1 2 3 4 5 6 7 8 9

I express it openly. I bottle it up inside.

14. Receiving Hostility.

0 1 2 3 4 5 6 7 8 9

It paralyzes me. It stimulates me.

15. Ability To Listen in an Alert and Understanding Way.

0 1 2 3 4 5 6 7 8 9

Very little ability to listen. Great ability to listen.

16. Clarity in Expressing My Thoughts.

0 1 2 3 4 5 6 7 8 9

I'm pretty vague. I'm exceptionally clear.

17. Reaction to Comments or Evaluations of What I Do.

0 1 2 3 4 5 6 7 8 9

I ignore them. I take them seriously.

18. Tolerance of Differences in Others.

0 1 2 3 4 5 6 7 8 9

Very low tolerance. Great ability to accept differences.

19. Interest in Learning.

0 1 2 3 4 5 6 7 8 9

Not much. Very actively interested.

20. Independence.

0 1 2 3 4 5 6 7 8 9

Very little. Very independent.

21. Vision of the Future

0 1 2 3 4 5 6 7 8 9

I think mainly of the present. I look to and plan for the future.

*By John O'Brien. Reprinted with permission of Colorado High School Activities Association.

▼ Evaluation - 9

Interest Survey

Organizational Members

Date Today: _____

Name of the Group: _____

Circle the number in each question that best explains your feelings about why *you* are working for your organization:

	Highly Disagree						Highly Agree
1. Feelings of self-fulfillment	-3	-2	-1	0	+1	+2	+3
2. Opportunities to develop	-3	-2	-1	0	+1	+2	+3
3. Feelings of worthwhile involvement and accomplishment	-3	-2	-1	0	+1	+2	+3
4. Working conditions/ atmosphere	-3	-2	-1	0	+1	+2	+3
5. The work itself	-3	-2	-1	0	+1	+2	+3
6. Opportunities for recognition	-3	-2	-1	0	+1	+2	+3
7. Personal growth and development	-3	-2	-1	0	+1	+2	+3
8. Pride in the organization	-3	-2	-1	0	+1	+2	+3
9. Prestige among students	-3	-2	-1	0	+1	+2	+3
10. Achievement	-3	-2	-1	0	+1	+2	+3
11. Respect for other students	-3	-2	-1	0	+1	+2	+3
12. Chance to use my own special abilities and talents	-3	-2	-1	0	+1	+2	+3
13. Enjoy working with organization's people and projects	-3	-2	-1	0	+1	+2	+3

Sex: M F

Class: _____

Evaluating the Student Council

Rate your council on all items listed below:

	Strong	Average	Weak
1. Officers and members are well-educated about student council and understand its purpose.			
2. Each officer has clearly stated goals and a job description that lists personal responsibilities.			
3. Each officer receives proper job training.			
4. The council has a Student Council Handbook and it is required reading for all members.			
5. The council has a well-organized system for selecting new members and involving non-members			
6. The council has an intense program to educate new members on the duties and responsibilities of a student council member.			
7. The council keeps accurate records of every meeting.			
8. All activities and projects are planned well in advance			
9. The council is involved in the life of the school, is active and respected by the faculty and students.			
10. The council has a good balance of meaningful school and community projects.			
11. The council has the student body evaluate all major projects.			
12. The council approves all of its financial expenditures.			
13. The council has interesting, orderly, well-planned meetings.			
14. The council has a well-functioning committee system			
15. The council truly represents the student body of the school.			
16. The adviser is interested and doesn't dominate the council.			
17. The council keeps effective communication with the faculty.			
18. The principal supports and is interested in council.			
19. Council has joint projects with classes and clubs.			
20. Council belongs to district, state, and national associations.			
21. Council keeps accurate files of all committee reports.			
22. Council has effective communication with the administration.			
23. Council keeps effective communication with the community.			
24. Council has at least one article per month inthe school paper.			
25. Adviser and council set goals at the start of each semester.			

▼ Evaluation - 11

Evaluating a School Dance

TO THE STUDENT: In order to keep our school dances at a high quality, we ask for your honest opinion on the following questions. Only 50 students have been chosen to answer this evaluation for the entire student body. Please make an effort to make your answers accurate. Thank you for your help.

Circle your response:

1. Tonight's band is called_____

   Your student council paid _____for their services.

   A. The band was: outstanding, above average, just okay, very poor.
   B. The student council: (should/should not) consider hiring this band again.

2. Tonight's decorations were designed and arranged by the_____

   A. The decorations were: (outstanding, above average, just okay, very poor).

3. Tonight's refreshments were brought to you through the_____

   A. The selections, quality, and quantity were: (outstanding, satisfactory, below average).
   B. The prices were: (fair, too high).

4. The student council arranged for _____ faculty members and _____ parents to serve as chaperones this evening. The presence of these volunteers made me feel: (secure, inhibited, no difference). The student conduct at this dance was: (outstanding, satisfactory, needs improvement).

5. I estimate that there are _____people attending this dance. Personally, I: (enjoyed, didn't enjoy) myself and intend to: (come, not come) again.

Suggestions for improvements:

Class of 19____Male/Female Signature (Optional) _____

Project Review

Name _____ Date _____

My project was _____

_____

I organized it by (be specific) _____

_____

_____

_____

I got supplies from:

Supplies	Where I got them
_____	_____
_____	_____
_____	_____

If I did this again, I would keep these ideas and events: _____

_____

_____

_____

I would change these things: _____

_____

_____

_____

People who helped on my project: _____

_____

_____

Financial Report:

Money my project brought in (A) _____ A _____

Costs of my project (B) _____ B _____

List of Items	(total costs) Costs
_____	$ _____
_____	$ _____
_____	$ _____

Subtract B from A for profit: $ _____

▼ Evaluation - 13

Activity Evaluation Form

Event: _____ Date of Event: _____

Chairperson: _____ Today's Date: _____

Sponsored by: _____

1. Major goal: _____
2. Specific objectives: _____
3. Which objectives were reached? _____

   Comments: _____
4. Organization

		Yes	No	Comments
A.	A group effort?	_____	_____	_____
B.	Were there strong leaders?	_____	_____	_____
C.	Was planning adequate?	_____	_____	_____
D.	Was publicity effective?	_____	_____	_____
E.	Adequate faculty support?	_____	_____	_____

5. Student reactions

A.	Behavior acceptable?	Yes	No	
B.	Attendance enough?	Good	Fair	Poor
C.	Feedback from students?	Good	Fair	Poor
D.	Other's written evaluation (newspaper, etc.)			

   _____

6. What were the main reasons for the success of this event? _____

   _____
7. What were the main reasons for lack of success or problems with the event? _____

   _____
8. List specific items (such as food, decorations, program, etc.) that need evaluation. Indicate whether satisfactory or not satisfactory.

   Comments: _____
9. Financial summary:
   A. Expenses _____
   B. Income _____
   C. Profit or loss _____ (explain loss)
10. Do you recommend that this event be repeated? _____

    With what changes? _____
11. Comments: _____

    _____

    _____

Evaluation Sheet

Date:_____

Project/Activity _____

PROS	CONS

▼ Evaluation - 15

Isn't it Grand To Have Known Someone or Something So Special That It Hurts To Say Goodbye?

We've shared a special week with 250 of the most positive human beings in the world. We've laughed, perhaps cried; we've sung; we've acted crazy and shared some really personal feelings; we've taken risks; we've made new friends; we've learned new skills and sharpened ones we already had; we've gained insight, ideas, friendships, memories!

Above all, we found out how very special we are: Each one of us, every one of us is unique and beautiful and important!

When we look at all we've accomplished in five short days, it's not surprising that we're tired, confused, scared, sad about leaving, happy about coming, anxious about going home, excited and nervous about the school year, and, even sort of lost!

Before we go home, on our way home, after we get home, we need to deal with all our mixed-up feelings. We need catharsis.

The Greeks defined catharsis as a purging of one's emotions; their definition was somewhat tragic. More simply, less tragically, catharsis means we deal with our feelings: acknowledge them, feel them, perhaps, share them so that we can get on with our everyday responsibilities. We call this "processing." It is normal and appropriate.

Some of us will process feelings at our final council meeting or at the the friendship circle and then move on. Others will need more time to work through the Camp experience. The most important thing is to allow yourself to feel the way you do and to take the time you need to get it all together.

When you get home, friends and family will, no doubt, ask about Camp. If you're only able to say, "It was fine!" that's okay. Tell them you love them, tell them you're okay, give them a hug, and then go process! As time goes on and you're able to understand your feelings, it will be easier to "share Camp" with others.

There are countless ways to process an experience. Here are a few of them:

- ✔ Write down your thoughts and ideas; let them flow freely.
- ✔ Write a conversation with yourself—or talk it out—out loud.
- ✔ Write a poem, a song, a tribute to yourself, to Camp, to your council, to your parents.
- ✔ Listen to your favorite music—those songs that really let you get in touch with your feelings.
- ✔ Read your magic notes; then answer them.
- ✔ Spend some quiet time. Do nothing physical; let your thoughts take over.
- ✔ Spend time alone or with a significant other or with a Camper from your school/town.
- ✔ Write down your memories whenever they come to mind.
- ✔ Set goals; write down the things that are really important to you.

One Camper described the experience this way:

It will become one of the most meaningful events in your life. The thought of all those strangers becoming the most beautiful people in the entire world in one short week is a memory you can never forget. Whenever depression sets in, you will remember Camp.

You will remember the one smile or that one idea which will give you the inspiration to continue.

> It's an early, cool, August morning.
> There's a mystical sunrise over the mountains,
> and a beautiful person beside you . . .
> Tears are in your eyes.
> What more need be said?

After you process all this, you'll be able to put the NLC magic into your own words—and life!

218

Let's Write an Evaluation for This NLC:

What should we measure? When? Why?

This was good and useful:

This was taught:

This was learned:

This didn't help much:

This helped me a lot:

This was too much/not enough:

The schedule

The courses

The cabins

The workshops

The activities

The staff

The goals

The written material

The big sessions

Who do we send the results to? When? How?

Evaluation Summary

- ☆ We need to measure: meetings, ourselves
- ☆ We measure how many of our goals are accomplished.
- ☆ We use both written and spoken evaluation forms and questions. (I should collect some samples.) We must build the form around the goals we choose.
- ☆ We use the results to improve ourselves, our organization, our projects.
- ☆ We call all this: EVALUATION. (It means, "out of the value of the thing")

Things I've learned:

Things I must remember:

✔ This book doesn't cover everything. It left out: _____

_____

_____

✔ I can't know everything I will need to continue being the best leader possible.

But there are places to look, people to ask, ideas to share, and dreams to realize.

Such as: _____

_____

_____

✔ This experience is called an adventure because it doesn't end and the journey is what counts.

✔ *Leading* is what I've been chosen to do.

I think I will!

_____ _____

Signed *Date*

Programs and associations administered by the NASSP Division of Student Activities

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

DIVISION OF STUDENT ACTIVITIES

NATIONAL LEADERSHIP CAMP
NLC

NATIONAL ASSOCIATION OF STUDENT ACTIVITY ADVISERS
NASSA
National Association of Student Activity Advisers

National Association of Student Councils
NASC

NATIONAL
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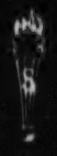

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